

**Public Input on ELA/ELD Draft Framework
(organized by chapter)**

Attachment 1(rev)
ELA/ELD SMC June 27, 2014

Comment # (1st Mailing)	Comment # (2nd Mailing)	Comment # (3rd Mailing)	Chapter(s)	Source	Comments	Action/Discussion (Asterisk Items with a Grey Background = No Discussion- Comment, Edit)
1000			Introduction	Writers	Minor Edit*s for clarify and coherence.	Discussion
1001			Introduction	BR, ELL Coordinator, Santa Rosa, CA	<p>Hello, I have only read the Introduction so far, and I'm not sure if you are looking more for feedback on the content, or also on conventions, but I have a little bit of both. Hopefully it is helpful. Page 1: The last sentence of the footnote is unclear. I think you are saying that when you are talking about standards, you will use the term "kindergarten" and when you are talking about program and learners, you will use the term "transitional kindergarten," but I had to read it three times to figure that out.</p> <p>Page 3: The last sentence of the footnote should say "varying" instead of "vary."</p> <p>Page 4: Line 106 – There should be a comma after "listening."</p> <p>Page 5: Line 135 – There should be a comma after "learning." (I know it's optional, but I have always preferred to use the Oxford comma. However, I can also see that it came from the SBE Vision, so you might not be able to change it anyway.)</p> <p>Page 6: Line 142 – The sentence beginning with "Contributing" uses the word "and" a little too often, making it long and hard to follow. Consider rephrasing it or breaking it up to clarify the meaning.</p> <p>Line 148-9 – Add the word "the" after "center of."</p> <p>Page 10: Line 231 – The singular "individual" would sound better than "individuals'."</p> <p>Page 11: Line 254 – There is subject-verb disagreement. The subject is "instruction" and the verb is "are," so it says "instruction...that are essential."</p> <p>Line 259 – The phrase "at school" would sound better than "with school."</p> <p>Line 266 – It should say "the 21st Century."</p> <p>Line 275 – It would sound better if you said, "when educators work together to inspire..."</p> <p>Page 12: Line 292 – Delete the word "language."</p> <p>Line 301 – Replace "complexity" with "complexities" to maintain parallel structure with plural nouns.</p>	Edit*
1002			Introduction	BR, ELL Coordinator, Santa Rosa, CA	<p>Page 13: Line 316 – The list beginning on this line lacks parallel structure. The first two items in the list begin with nouns, while the last two begin with verbs. "Acquiring" could easily change to "acquisition," but I'm not sure how to change "becoming."</p> <p>Line 321 – Change to "elaborated on" or "elaborated upon."</p> <p>Page 15: Figure I.2, 3rd line down, it says, "full access to access to." The second "access to" should be deleted.</p> <p>Page 17: Line 418 – I know "wellbeing" doesn't have to be hyphenated, but I think it looks better if it is.</p> <p>I hope this is helpful. If this is not the kind of feedback you are looking for, let me know and I won't waste my time on the other chapters. If it is helpful, I'll do the same for the rest of the framework as I have time to read it.</p>	Edit*

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1003			Introduction	JC, Student, Pomona, CA	For the introduction, "Audiences for the Framework," I really liked how publishers were listed as one of two important audiences. The reason is because publishers must be informed and well trained in Common Core in order for Districts to have appropriate and essential materials to effectively facilitate the content to our students, families, and community as it constitutes a major shift from traditional teaching where teachers are at the front of the class lecturing. We want to make sure that everyone is apart of the process because it affects us, as educators within Districts if we do not have options to choose aligning materials in implementing Common Core. Publishers risk the opportunity to help shape the young minds of our students and our overall communities as they guide us Educators into this transition and new phase of education.	Comment*
1004			Introduction	BH, Assistant Professor, CSU Long Beach	Page 2, Line 41: Important inclusion of the state seal of biliteracy	Comment*
1005			Introduction	BH, Assistant Professor, CSU Long Beach	Page 3, Line 55: Strong connection to other frameworks including CTE framework to mirror movement of state in accordance with CA Assembly Bill 790	Comment*
1006			Introduction	BH, Assistant Professor, CSU Long Beach	Page 4, Lines 97-108: Importance of statement addressing diversity of California and drawing upon students' understandings and personal worlds	Comment*
1007			Introduction	BH, Assistant Professor, CSU Long Beach	Page 6, Lines 148-177: Strong connections between literacy and academic success; broad definition of text and literacy	Comment*
1008			Introduction	BH, Assistant Professor, CSU Long Beach	Page 6, Figure 1.1: Powerful and important figure; great breakdown of skills of literacy individuals to frame introduction	Comment*
1009			Introduction	BH, Assistant Professor, CSU Long Beach	Pages 8-9, Lines 185-214: Important connections between ELD/ Literacy framework	Comment*
1010			Introduction	BH, Assistant Professor, CSU Long Beach	Page 10, Lines 225-228: Importance of equity/ high achievement/ success for ALL students	Comment*
1011			Introduction	BH, Assistant Professor, CSU Long Beach	Page 11, Lines 266-270: Importance of shared responsibility for ELLs of all teachers (ELA, ELD, Content)	Comment*

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1012			Introduction	BH, Assistant Professor, CSU Long Beach	Page 11, Lines 270-272: Importance of preparation for teachers to support ELLs	Comment*
1013			Introduction	BH, Assistant Professor, CSU Long Beach	Page 11, Lines 272-274: Importance of emphasis on collaboration	Comment*
1014			Introduction	BH, Assistant Professor, CSU Long Beach	Page 12, Lines 293-296: Importance of integrated model of literacy	Comment*
1015			Introduction	BH, Assistant Professor, CSU Long Beach	Pages 12-13, Lines 311-318: Importance of blend of well-designed curriculum and instructional approaches/decisions	Comment*
1016			Introduction	BH, Assistant Professor, CSU Long Beach	Pages 13-14, Lines 343-351: Importance of emphasis on motivation and engagement	Comment*
1017			Introduction	BH, Assistant Professor, CSU Long Beach	Page 14, Lines 353-362: Importance of 2-tiered model of integrated ELD (English Instruction with specialized support) and designated ELD in core content areas	Comment*
1018			Introduction	BH, Assistant Professor, CSU Long Beach	Pages 14-15, Figure 1.2: Emphasizing rigorous progress for ELLs	Comment*
	2000		Introduction	SBE Staff/Liaisons	<p>Page 14, Lines 356-362</p> <p>Because they are learning English as an additional language, ELs require specialized instructional support to ensure that they simultaneously develop academic English and have full access to a rich curriculum across the disciplines. Therefore, ELs are given excellent first teaching in the core content with integrated specialized support (integrated ELD) to ensure full access to the content and are also provided with designated instruction (designated ELD) in addition to that core instruction to ensure that their linguistic and academic needs are fully met.</p> <p>Replace with: <u>Therefore, ELs are provided support for academic language development in core content courses (Integrated ELD) and specialized support (Designated ELD) for English language development and academic language. ELD is in addition to core instruction to ensure that English learner linguistic and academic needs are fully met.</u></p>	Discussion

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	2001		Introduction	SBE Staff/Liaisons	<p>Page 14, The Special Emphasis on English Learners in this Framework section, add following paragraph between lines 362 and 363:</p> <p><u>Some local educational agencies also offer instructional support to English learners through alternative educational programs. These programs, which must meet the California Education Code 310 waiver process for English learners, may be identified as:</u></p> <ul style="list-style-type: none"> <u>• Developmental Bilingual Education Programs – enrichment form of dual language education that uses English learners’ home language and English for literacy and academic instruction throughout the elementary grades levels, and whenever possible, school as well.</u> <u>• Dual Language Immersion Programs – integrated language and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.</u> <u>• Transitional Bilingual Education Program – academic instruction in the ELs home language as they learn English. As students acquire oral English proficiency, the language of academic subjects gradually shifts from the students’ home language to English.</u> 	Discussion
		3000	Introduction	BY, Private Citizen, CA	The only mechanical item I would bring to your attention is in the Introduction, page 17: well-being (hyphenated). An incredible overall Edit*ing job, really!	Edit*
		3001	Introduction	MS, Multilingual & Multicultural Education Department, LAUSD, CA	<p>Pg. 4: California’s Children and Youth (Lines 80-131)</p> <p>This section refers to the diversity of CA’s children but there is only mention of ELs and LTELs, not Standard English Learners. Our recommendation is to mention SELs within this section as it is defined in Chapter 9. The following is the definition of SELs in Chapter 9 Access and Equity: “Standard English learners (SELs) are native speakers of English who are ethnic minority students (e.g., African-American, Native American, Southeast Asian-American, Mexican-American, Native Pacific Islander) and whose mastery of the standard English language that is privileged in schools is limited because they use an ethnic-specific nonstandard dialect of English in their homes and communities and use standard English (SE) in limited ways in those communities¹ “(LeMoine 1999; Okoye-Johnson 2011)².</p>	Discussion

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		3002	Introduction	MS, Multilingual & Multicultural Education Department, LAUSD, CA	Furthermore, the introduction should also mention other student populations within California that are named and described in Chapter 9 but are nowhere to be found in the Introduction, e.g., <ul style="list-style-type: none"> Ø Standard English Learners Ø African-American English (AAE) Speakers Ø Chicana/Chicano English (CE) Speakers Ø English Learners Ø Reclassified English Proficient Students Ø Instructional Programs for ELs Ø Biliterate Students Ø Students Who are Deaf and Bilingual in ASL and Printed English Ø Students Who are Deaf and Hard of Hearing Who Communicate with Spoken English or Simultaneous Communication, Including Sign Supported Speech Ø Stud Students Living in Poverty Ø Lesbian, Gay, Bisexual, and Transgender Students Ø Advanced Learners Ø Students with Disabilities 	Discussion
1019			1	Writers	Minor Edit*s for clarify and coherence.	Discussion
1020			1	BR, ELL Coordinator, Santa Rosa, CA	I have a couple of minor revisions/Edit*s. In Chapter 1, line 612: predictable is spelled wrong. In Chapter 1, line 614: "language" should be "languages"	Edit*

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1021			1	KHM, Bilingual Specialist, Kansas Schools for the Deaf and Blind	<p>Good evening. I'd like to Comment* on the current document being considered (under a 60-day review) for students in California, the English Language Arts/English Language Development Framework. In the particular footnote of Chapter One, in the statement,</p> <p>"As noted throughout this framework, speaking and listening should be broadly interpreted to include signing and viewing for students who are deaf and hard of hearing whose primary language is American Sign Language (ASL),"</p> <p>I'd like to emphasize that this footnote was developed by ASL/English bilingual Deaf people to make sure that the Common Core State Standards are interpreted correctly for ASL/English bilingual Deaf students.</p> <p>I'd like to address the recent addition of the phrase,</p> <p>"Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, Cued Speech and Sign Supported Speech, access general education curriculum with varying modes of communication."</p> <p>by groups of people who are interested only in monolingual education (English-only). Adding this phrase is counterproductive to the original intent of the footnote. Adding this second phrase to the original wording will actually hinder the education of ASL/English bilingual Deaf students. It is in my professional judgement (Bilingual Specialist) that the second phrase must be eliminated in order for ASL/English bilingually Deaf students to benefit properly from the Common Core State Standards.</p> <p>Thank you for considering my Comment*s.</p>	No Change Recommended* (previously addressed by IQC)
1022			1	NB, Private Citizen, CA	<p>page 3/49 footnote – unnecessary to include the following: "Students who are deaf....who do not use ASL as their primary language...access general curriculum...varying modes of communication."</p> <p>These students access the curriculum in the same way as hearing students do, so unnecessary to delineate.</p>	No Change Recommended* (previously addressed by IQC)

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1023			1	CH, Teacher, Fremont, CA	This email in in regards to the English Language Arts/English Language Development Framework currently being developed. I STRONGLY disagree with some of the Comment*s suggested. The Footnote from Chapter One which is carried on throughout the entire Framework has an added Comment* that states: "Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, Cued Speech and Sign Supported Speech, access general education curriculum with varying modes of communication." This footnote is completely offensive and discriminatory towards Deaf people. It completely suggests that ASL and Cued Speech/Sign Supported Speech are equals, when in fact they are not. ASL is a grammatically distinct, complete Language. Cued speech and Sign Supported Speech are not languages and are scientifically proven to not work with Deaf students. It would be a travesty for the state of California to send this kind of message to Deaf students, Deaf individuals, teachers of the Deaf, and the Deaf community. If a student has a mild hearing loss and is able to speak or listen, then the standards apply as is. There is no need for a footnote. I strongly encourage you to remove this Comment* as it will seriously impact students across the state.	No Change Recommended* (previously addressed by IQC)
1024			1	BH, Assistant Professor, CSU Long Beach	Page 2, Lines 23-29: Clear outlining of 5 key terms	Comment*
1025			1	BH, Assistant Professor, CSU Long Beach	Page 6, Lines 147-168: Important discussion of informational text integration including the increased emphasis on literary non-fiction	Comment*
1026			1	BH, Assistant Professor, CSU Long Beach	Page 7, Lines 184-185: Importance of emphasis on complex text and academic language	Comment*
1027			1	BH, Assistant Professor, CSU Long Beach	Page 10, Lines 240-251: Love the ideas in this paragraph, but it chains two extremely complex and dense sentences together 1 right after another about themes of standards & contexts/ skills we are preparing students with	Edit*
1028			1	BH, Assistant Professor, CSU Long Beach	Page 11, Figure 1.2: I love this figure. It takes the density of the sentences on p. 10 and represents connections, themes and contents clearly and visually	Comment*
1029			1	BH, Assistant Professor, CSU Long Beach	Page 13, Figure 1.3: Very clear and well laid out structure of CA CCSS for ELA/Literacy	Comment*

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		3003	1	BY, Private Citizen, CA	2) because the 66 page CCSS document references in its title "Technical Subjects," you might want to elaborate a bit beyond the chapter 1, Lines 314-316 reference	Edit*
1030			1	BH, Assistant Professor, CSU Long Beach	Page 16, Figure 1.4: Appreciate the backwards modeling highlighting changes by grade level for ELA & Literacy standards to demonstrate progression over time	Comment*
1031			1	BH, Assistant Professor, CSU Long Beach	Page 18, Figures 1.5, 1.6: While seemingly basic, this is an important breakdown on the numbering and abbreviations in the CCSS-ELA/L—it's also made more critical by the parallel ELD standards breakdown	Comment*
1032			1	BH, Assistant Professor, CSU Long Beach	Page 19, Lines 400-403: Important highlighting of the "fewer, clearer, higher standards based on sound theory to support development of ELLs"	Comment*
1033			1	BH, Assistant Professor, CSU Long Beach	Page 21, Lines 450-452: Important thought "The CA ELD standards position ELs as capable of learning about how English works and how to make intentional and deliberate choices about language	Comment*
1034			1	BH, Assistant Professor, CSU Long Beach	Page 22, Lines 471-475: Important thought: ELD standards in tandem with ELA/Literacy standards should be used by ALL teachers in integrated ELD Support	Comment*
1035			1	BH, Assistant Professor, CSU Long Beach	Page 22, Line 482: Important distinction: ELD Standards are the focal standards for designated ELD instruction	Comment*
1036			1	BH, Assistant Professor, CSU Long Beach	Page 22: The distinction between integrated/ designated ELD instruction could be more clearly articulated, perhaps with a 1-2 sentence description to start this section or a table/ figure	Edit*
1037			1	BH, Assistant Professor, CSU Long Beach	Page 24, Figure 1.7: Really strong visual breakdown of "Why, How, What"	Comment*
1038			1	BH, Assistant Professor, CSU Long Beach	Pages 29-30, Figure 1.10: Strong integration of EL Proficiency levels & general extent of support	Comment*
1039			1	BH, Assistant Professor, CSU Long Beach	Page 33, Figure 1.11: Like Figure 1.3, the layout of the structure of the ELD standards in Figure 1.11 is clear and important to clarify understanding	Comment*
1040			1	BH, Assistant Professor, CSU Long Beach	Page 37, Figure 1.13: Again, paralleling Figure 1.4—highlighting is helpful in showing progression	Comment*

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1041			1	BH, Assistant Professor, CSU Long Beach	Page 39, Figure 1.14: Really helpful in conjunction with the structure since ELD nomenclature is somewhat complex	Comment*
1042			1	BH, Assistant Professor, CSU Long Beach	Page 41, Figure 1.15: Side-by-side layout is helpful BUT color-coded highlighting to show common themes might make connections clearer	Edit*
1043			1	BH, Assistant Professor, CSU Long Beach	Page 43, Lines 832-857: Great specific ideas and examples for collaboration to support literacy and ELD development	Comment*
1044			1, 9	MB, Teacher, Fremont, CA, Part 1 of 3	<p>Hello, A bit of background on me which will help to clarify on why I am qualified to Comment* on the footnote for Chapter One and pages 20-22 Chapter Nine.</p> <p>I hold a masters in Teaching and Learning: Bilingual Education in ASL and English from University of California, San Diego. I also have been a teacher for the Deaf for almost 10 years now. During my studies I have researched heavily on bilingual education in general and specifically to ASL-English language acquisition.</p> <p>It is unfortunate for me to see that the Framework has become a victim of politics behind the education of Deaf children in California.</p> <p>I'd like to address the footnote to Chapter One first which states: "As noted throughout this framework, speaking and listening should be broadly interpreted to include signing and viewing for students who are deaf and hard of hearing whose primary language is American Sign Language (ASL). Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, Cued Speech and Sign Supported Speech, access general education curriculum with varying modes of communication."</p> <p>The italicized sentence must be removed. Our pedagogy should be based on sound research which has repeated proved that Deaf students benefit the most when they are allowed to access to education curriculum via American Sign Language (ASL). No buts or ifs. Even students who do have some residual hearing and are able to speak English still benefit from using ASL way more than they would if they were to eliminate ASL from their classrooms. Furthermore, research has shown that cued speech and so-called "sign supported speech" do our deaf students a huge disservice by robbing them an opportunity to acquire a language (ASL) which will enable them access to written and spoken English. Stephen Krashen and Jim Cummings, both giants in the bilingual education research, both have stated that ASL is the best vehicle for deaf students to acquire English.</p>	No Change Recommended* (previously addressed by IQC)

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			1, 9	MB, Teacher, Fremont, CA, Part 2 of 3	Also, the Framework itself do not prohibit deaf students from using speech, amplification, residual hearing, and what not so there is no need to add the italicized sentence. Those are already covered by "speaking and listening" in the first sentence. To further support my point, you should read Chapter Nine pages 20-22 in the Framework. Lines 523-524 state that deaf students cannot rely upon letter-sound correspondences to acquire English. Yet that's exactly what Cued Speech and Sign Supported Speech does - rely upon letter-sound correspondences! Therefore the footnote and the Chapter 9 are in conflict. I'd like to Comment* on lines 542-547 where it basically said that deaf children born to native ASL users tend to have better English language development than those born to parents who do not use ASL. It goes on to clarify that those children often have delayed language development. This demonstrates why California need to consider the Swedish Sign Language model in Sweden where parents are required to learn Swedish Sign Language upon the event of learning that their child is deaf. This has resulted in most of Swedish deaf students being on grade level in terms of spoken/printed Swedish language development. It wasn't until when the Swedish government allowed the introduction of cochlear implants (and its emphasis on no signing) when teachers of the deaf began to encounter deaf students arriving to school delayed in language. Any sane person can see that when a parent do not learn ASL for his or her deaf child, he or she is neglecting his or her responsibility as a parent.	Comment*
			1, 9	MB, Teacher, Fremont, CA, Part 3 of 3	Do not allow California to become accessory to the massive criminal act of parents not learning ASL resulting in thousands of deaf children becoming behind in language development in ASL and English which leads to more people living off public assistance programs later in their adult lives because they are struggling to find jobs with living wages. Lines 569-573 stated that deaf students who access their curriculum via exclusively spoken language or "total communication" achieve same high standards as their peers. I call bull on this and the committee should ask for consistent proof of this before incorporating the italicized sentence in the footnote above as well as lines 566-578. By demonstrating support for those misguided efforts to educate deaf students using only spoken language or total communication, the State of California is causing great harm toward its deaf population. Thank for your time and feel free to contact me any time.	Comment*
1045			2	Writers	Minor Edit*s for clarify and coherence.	Discussion
1046			2	BR, ELL Coordinator, Santa Rosa, CA	In Chapter 2, lines 420-421: The link to "Improving Adolescent Literacy..." doesn't work; In Chapter 2, line 1729: It includes "world languages" with science, social studies, PE, etc. Does this mean that world languages is a core subject area for elementary students?	Edit*

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1047			2	EB, Educator, Stockton, CA	Ch. 2 Thanks for honoring bilingual literacy	Comment*
	2002		2	SBE Staff/Liaisons	Page 19, Add to the end of line 464 “Include the primary or home language in instruction, either in bilingual ways or to the extent possible (e.g., learning key words or phrases) <u>to assist English learners to become English proficiency and to give them access to the core curriculum.</u> ”	Edit*
	2003		2	SBE Staff/Liaisons	Page 20, Edit* Line 510 Whether students are ELs or native English speakers who speak varieties of English (e.g., African American English, Chicana/Chicano English) that differ from the types of English privileged in school, the language children use at home and in their communities is appropriate for those contexts and also for engaging in school activities. Students should not be forced to use exclusively academic English in school.	Discussion
1048			2	CC, RLA Coordinator/ Administrator, Salinas, CA	P. 37, Line 811: Text Dependent Questions figure may not be the best explanation of developing text dependent questions for teachers. An example would be helpful	Edit*
	2004		2	SBE Staff/Liaisons	Page 55, Lines 1233-1237 For ELs enrolled in a mainstream program where English is the medium of instruction, the expectation is that teachers will provide foundational literacy skills in English as specified in the CA CCSS for ELA/Literacy and the CA ELD Standards as guidance to plan differentiated instruction based on student needs <u>student language proficiency level</u> .	Discussion
	2005		2	SBE Staff/Liaisons	Page 63, Lines 1500-1501: Effective assessment begins with clear conceptions of the goals and objectives of learning. The CA CCSS for ELA/Literacy provide clear statements of expected mastery by the end of each year of instruction (or two years in grades nine through twelve) <u>(or in the case of high school, grade-spans 9–10 and 11–12).</u>	Edit*
1049			2	CC, RLA Coordinator/ Administrator, Salinas, CA	P. 70, Lines 1677-1681: More refined description of Fisher/Frey GRR model. Not a linear process. I don't think you explain this instructional model very well.	Edit*

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	2006		2	SBE Staff/Liaisons	Page 71, Lines 1699-1701 In research activities, ELs may draw evidence from primary or secondary resources in their primary language, summarizing their findings in English. In addition to encouraging <u>allowing</u> the use of the primary language in classrooms, teachers can provide brief oral or written translations when appropriate and draw ELs' attention to cognates (words that are the same or similar in spelling and share the same meaning in the primary language and English).	Edit*
	2007		2	SBE Staff/Liaisons	Page 72, Line 1731, after "modes of learning" add new sentence: <u>Instructional time needs to be provided to teach adequately each of the essential components of quality ELA/ELD programs with sufficient time for teaching and practicing, for example, foundational skills, vocabulary and language, reading and discussion, writing, comprehension, and other content knowledge. In primary grades, this time can be provided in both ELA and other content area instructional time.</u>	Discussion
		3004	2	BY, Private Citizen, CA	3) the emphasis on Bloom and Webb, in chapter 2, is no doubt necessary/helpful, but the greatest stretch in my opinion/experience is the leap from knowledge (knowing) to comprehension (understanding). Witness the years leading to the Holocaust, for example, or even to 911	Comment*
		3005	2	BY, Private Citizen, CA	4) history of the English language seems to be "missing"; thus, perhaps (a) valuable source(s) could be given, 5) and same with language diagnostics (although sentence combining, an incredibly value tool if used correctly, is mentioned in chapter 2, page 91).	Discussion
		3006	2	MS, Multilingual & Multicultural Education Department, LAUSD, CA	Pages 92-93: Grouping for Designated ELD. (Lines 2269-2279) "During designated ELD-and only during designated ELD-ELs should be grouped at similar English language proficiency levels so that teachers can strategically target their language learning needs... Further it is imperative that grouping during the rest of the day be heterogeneous in order to ensure that ELs interact with proficient English speakers". This statement does not allow for flexibility in organization of students in other configurations. The statements in these lines should reference the research that supports this philosophy Students with less than reasonable fluency in the emerging level would need strategic instruction in English Language Arts, as well as ELD. This section is explicit in how grouping should be organized, but does not cite any research. Consider allowing for different types of groupings given the needs of ELs, proficiency and number of years as an EL.	Discussion

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		3007	2	MS, Multilingual & Multicultural Education Department, LAUSD, CA	Pages 70-71: Primary Language Support (Lines 1687-1714) This section provides strategies of how students' primary language can be seen as an asset, even in programs that do not have biliteracy and bilingualism as a goal, making this programs look more like additive rather than subtractive bilingualism.	Comment*
		3008	2	MS, Multilingual & Multicultural Education Department, LAUSD, CA	Page 76: Footer 4 on "Integrated and Designated ELD" Stating that these new terms encompass elements of previously used terms, such as, sheltered instruction, SDAIE, and dedicated ELD, validates previous instructional practices. Even though it is also stated that it is "beyond the scope of this framework to identify all previously used or existing terms, there should be an attempt beyond a footer perhaps a listing on a figure or table, to allow for further discussions.	Discussion
1050			3	Writers	<ul style="list-style-type: none"> Minor Edit*s for clarity and coherence. Where appropriate in the chapter, add definition of decodable text, adapted from the 2007 Framework's criteria chapter: "Decodable texts are those texts in which at least 75 percent of the words consist solely of previously taught letter-sound and spelling-sound correspondences and in which 15 percent to 20 percent of the words are previously taught high-frequency words. Remaining words may be specific story or content words." Figure 3.10: Expand definition of sight words to note that some words are taught as sight words because they have irregular spelling correspondences, others because the patterns have not yet been taught. In both cases, the words cannot be decoded using knowledge of letter-sound and spelling-sound correspondences. The term sight words can also refer to any word the student can recognize instantly. This includes those words that have been decoded enough times that they are now automatically read. 	Discussion
	2008		3	SBE Staff/Liaisons	Page 8, 3rd Bullet in Box, add underlined language ...Teachers can do the following: ...Include the primary language and home culture in instruction <u>to become English proficient and to give them access to the core curriculum</u> (e.g., through bilingual education, showing students similarities and differences between their primary language or dialect of English and the "Standard English" of school, openly affirming students' primary languages or home dialect).	Edit*
1051			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 8, Line 131: <i>Include transitional kindergarten</i>	Do not recommend*

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1052			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 8, Lines 131-135: <i>Sentence is clunky</i> ...meaning making should receive throughout language arts instruction...	Edit*
1053			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 11, Line 198: <i>Include transitional kindergarten</i>	Do not recommend*
1054			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 13, Line 248: <i>Include in the figure 3.4 title Text Independent Questions</i>	Edit*
	2009		3	SBE Staff/Liaisons	Page 16, Lines 325-327 These opportunities for oral language are crucial for children’s language development, whatever the primary/home language and language of instruction. They are also central to learning an additional language <u>for students enrolled in an alternative program</u> (as in the case of ELs learning English and children participating in dual immersion programs).	Edit*
1055			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 24, Lines 540-541: Refer to chapter for spelling development— <i>which specific section? No spelling section listed in Chap 4 ToC</i> <i>No specific list of words for high frequency or spelling. Will the publishers develop these lists?</i>	Edit*
1056			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 30, Line 698: See the grade level sections for further discussion <i>Is this referring to the standards or someplace else in the framework chapter?</i>	Edit*
	2010		3	SBE Staff/Liaisons	Page 38, Line 856, after “...the children have already learned”, add new text (then start new paragraph beginning with “The value of...” <u>Decodable text is defined as text which helps practice sign/symbol combinations and high-frequency irregular words already taught. A workable standard is that 75-80% of words are wholly decodable or automatically recognized by virtue of the sound/spelling patterns which have been previously taught, 15% are high-frequency irregular words most of which should have been previously introduced, and the rest story words.</u>	Discussion
1057			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 40, Line 929: <i>Include transitional kindergarten</i>	Edit*

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1058			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 44, Line 1007: <i>Should be chapter 8</i>	Edit*
1059			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 51, Line 1188: Refers to social and emotional foundations of transition kindergarten (where is this reference?)	Edit* (add link)
1060			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 52, Line 1213: Table has some minor formatting Edit*s to move non-bulleted item to the left	Edit*
1061			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 59, Line 1360: Awkward sentence <i>take out the word are before follow</i>	Edit*
	2011		3	SBE Staff/Liaisons	Page 68: Figure 3.17., Change Title in Figure Read-Aloud Books that Play with Language. Spanish Column title should provide the caveat: Spanish Books <u>for alternative programs</u>	Discussion
	2012		3	SBE Staff/Liaisons	Page 91, Lines 1934-1939 The focus on oral language development in English is important for all children, but it is critical for ELs and children who have not been exposed elsewhere to the kind of language found in written texts (Dickinson and Smith 1994). Oral language development in the primary language should also be promoted and fostered <u>in waiver programs</u> , whether through a formal biliteracy school program, an extracurricular heritage language program, or in the home with close collaboration and support provided by teachers.	Discussion
	2013		3	SBE Staff/Liaisons	Page 112: Figure 3.25. Change Title Designated ELD in A Dual Language <u>Alternative</u> Kindergarten Learning Two Languages in Kindergarten and Beyond	Edit*

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	2014		3	SBE Staff/Liaisons	Page 117, Lines 2461-2466, revise text In order to ensure that read alouds are optimally beneficial for all children, teachers need to plan high quality lessons in advance, ensure the appropriate levels of scaffolding and accommodations are included, select texts carefully, observe their students during the read aloud, and adjust their teaching accordingly. and collaborate with parents to read aloud at home in ways that support school learning. <u>Teachers should encourage reading at home and collaborate with parents to read aloud at home in ways that support school learning. For English learners, reading aloud by parents or other caregivers who are literate in the child's primary language should be encouraged.</u>	Discussion
1062			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 139, Line 2837: Figure 4.7 not 4.8 is the spelling stages	Edit*
	2015		3	SBE Staff/Liaisons	Pages 156, Lines 3112-3113 For children in bilingual <u>alternative</u> programs, teacher read alouds in both languages is crucial for biliteracy development.	Edit*
	2016		3	SBE Staff/Liaisons	Page 157, ELA Vignette, middle of 3rd Paragraph Mrs. Fabian, <u>who is fluent in Spanish</u> , strategically “code switches” between English and Spanish to scaffold understanding for her Spanish-speaking EL students. <u>She does this by using words</u> in the primary language of her other EL students as often as she can.	Discussion
1063			3	CC, RLA Coordinator/ Administrator, Salinas, CA	Page 167, Line 3179: Figure 3.34 not 3.33 for collaboration	Edit*

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1064			3	JC, Student, Pomona, CA, Part 1 of 2	Hello, my name is Jessica Cruz, I currently attend California State Polytechnic University, Pomona in acquiring my Multiple Subjects and Education Specialist Credentials. The following constitutes a couple of Comment*s and additions that should be considered within the framework. I do believe that the framework does reflect the current state of further assisting our English Learner students. Thank you and have a great day. In Chapter 3: Content and Pedagogy: Transitional Kindergarten through Grade one, under, "Meaning Making with Text," Figure 3.3 Contributors to Meaning Making with Text (Page 10), bullet point number one, indicates that "...students develop a deeper understanding of literary and informational text, such as...connecting previous knowledge...as students become more proficient in reading independently, a combination of interactive read-alouds and reading text is utilized." My suggestion in this particular bullet point is to be more specific with, "previous knowledge," because within the new Common Core Standards, especially within Kindergarten and first grade, we as educators are expected to have students connect with this "prior knowledge," but that could mean a variety of things. For example, for a Kindergarten student who has never attended formal schooling may have "prior knowledge," by what they have experienced in their household and daily life. However, perhaps a Kindergarten student who attended preschool or a first grader who had the privilege to attend Kindergarten may have 'academic' and personal experiences to contribute when reading different literary texts. Therefore, as an Educator, I do believe being more specific with the term, "Previous Knowledge" is imperative to address furthermore.	Edit*
			3	JC, Student, Pomona, CA, Part 2 of 2	Additionally, in the second portion of the quote, I do also believe that students become more proficient in reading independently with interactive read-alouds and reading texts but also accompanied with a variety of images. Currently, I am in my first block of student teaching and we have a student whose primary language is Cantonese. She is brilliant, however, when it comes to performing reading inventories, although she is able to identify and read a majority of sight words, she is unable to access the full content due to her limited English proficiency. Therefore, what I like to do is provide additional images that portray real life people that she is able to see in order for her to connect with other experiences she's had in relation to the text. Even if she does not have that experience, by seeing images of real human interactions to convey the meaning of the text sheds a different point of view for her.	Comment*

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		3009	3	MS, Multilingual & Multicultural Education Department, LAUSD, CA	<ul style="list-style-type: none"> • Add page numbers after each grade • Add strategies called out at the end of the chapter • Add page numbers to the At a Glance • Changing fonts for subheadings 	Edit*
1065			4	Writers	Minor Edit*s for clarify and coherence.	Discussion
	2017		4	SBE Staff/Liaisons	Reflect changes made in Chapter 3.	Edit*
1066			4	CDE Staff (LHALO)	<p>Page 59, Snapshot 4.1: ...<u>In partners</u>, They make observations of the effects on the sand and dirt and write notes and draw sketches in their journals. <u>Students check with their partners to determine if their entries make sense. The teacher walks around, supporting pairs as needed.</u> ...They demonstrate their understandings of the content by engaging in a discussion with the teacher and peers. <u>The teacher's observations of students' understandings is supplemented through a few teacher questions with thumbs up/down total student responses after the peer group discussions.</u> ...They insert the photos into a digital presentation using software such as PowerPoint or Keynote and add text to explain the images. <u>A rubric of qualities and some examples of good digital presentation texts by second graders are presented and discussed as a pre-writing activity to help guide the students' writing process and to evaluate the final drafts.</u> They share their digital presentations with a neighboring class.</p>	Edit*
1067			4	CDE Staff (LHALO)	<p>P. 65, Snapshot 4.4: ... He prompts the students to share their responses in pairs and then to ask one another follow up questions that begin with the words why, when, what, who and how. In social studies and ELA, Mr. Torres intentionally uses the words he is teaching during ELD so that his ELs will hear the words used multiple times in multiple situations, and he encourages the students to use the words in their speaking and writing about the heroes they're learning about.</p> <p><i>Which students actually use the words/learn their meanings? How does the teacher know? Built-in formative assessment is essential for building engagement and for knowing where students are, such as, vocabulary checks included in peer review of writing, adding stars to words in personal vocabulary journals when use them in discourse or writing.</i></p>	Edit*

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1068			4	CDE Staff (LHALO)	Page 71, ELA Vignette: Lesson Excerpts: Before placing their opinion pieces in their writing folders to review the next time they meet with Mrs. Hernandez for small reading group, they must first share what they wrote with two other students and get feedback on whether their statements make sense and whether the textual evidence was strong enough to support their idea. The students can also provide ideas to one another on word choice and help one another find textual evidence to support their opinions. <u>Mrs. Hernandez walks around the room, observing students while they engage in peer discussions.</u> Mrs. Hernandez has taught her students to cross out words or sentences and then rewrite them on the same piece of paper rather than erasing what they wrote. This gives her an idea about how they went about revising their opinion pieces. <u>At the end of the lesson, students write in their reflection journals how well they think they followed pre-established norms for providing peer feedback, and how helpful the peer feedback was for improving their responses.</u> Teacher Reflection and Next Steps She also shares that she's noticed that recently, during collaborative conversations about the texts she reads aloud, her students have been attending much more to what it says in the text rather than relying solely on background knowledge or guessing. <u>Many students also noted this in their self-reflections. Mrs. Hernandez was also able to triangulate the accuracy of their reflections by reviewing their written products. She will be able to reinforce their successes through student examples when this concept is reviewed. She also will be able to provide more support to students whose work indicated that they struggled with this concept and/or with peer discussions.</u>	Edit*
1069			4	CDE Staff (LHALO)	Page 99, Snapshot 4.8: They also wrote scripts, rehearsed their parts, and produced short videos that documented their work. <u>Rubrics provided to students ahead of time elaborating what qualities were expected for scripts and videos helped guide students as they worked, as well as afterwards for peer and/or self-evaluations.</u>	Edit*
1070			4	CDE Staff (LHALO)	Page 101, Snapshot 4.9: Later, Ms. Barkley will engage students in the writing an opinion (persuasive) essay in response to this prompt: Why is it important for the students in our class to follow our Constitution? She will provides ongoing guidance and opportunities for students to share, revise, and finalize their work. <u>A rubric for persuasive essays provided in advance helps guide students and Ms. Barkley as they engage in the writing process.</u>	Edit*

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1071			4	CDE Staff (LHALO)	<p>Page 105, Snapshot 4.10: * She posts these linking words and transition phrases in a chart, categorized by stage the three stages (orientation, complication, resolution), and she prompts her students to use the words in designated ELD and then in ELA - when they retell stories or write their own stories. <u>The students copy the chart into their English Language Journals, as they have already been trained to do. Students know that when they use a word entered into this journal they can put a star by it.</u> * She and the children create word banks for the words she teaches (as well as related words the group adds over time) that she posts for the children to use orally and in writing. <u>These word banks are also entered into their English Language Journals.</u></p> <p>* She facilitates discussions where students identify and describe the words or phrases authors use (e.g., for different characters or settings) in the stories they're reading in ELA, and the students analyze the effect on the reader that these language choices have. <u>At the end of the lesson, Ms. Langer writes notes on a structured observation protocol to document a few students' proficiency using academic vocabulary in this context. In a few weeks, she will have notes on all students. At this point, she and the students can review their English Language Journals and reflect on their strengths and goals for using academic vocabulary in retelling stories.</u></p>	Edit*
		3010	4	MS, Multilingual & Multicultural Education Department, LAUSD, CA	<ul style="list-style-type: none"> Sections and subsections have the same type of font (size, bold): it makes the organization of the reading confusing. 	Edit*
		3011	4	MS, Multilingual & Multicultural Education Department, LAUSD, CA	<ul style="list-style-type: none"> There is not a vignette illustrating Integrated ELD with other content areas. 	Comment*
		3012	4	MS, Multilingual & Multicultural Education Department, LAUSD, CA	<ul style="list-style-type: none"> There is one only snapshot that somehow mentions Integrated ELD: snapshot #4.2 entitled Integrated ELA/ELD/Science/ Visual Arts in Grade 2 in which it is not clear it is ELD (e.g. no PLDs, no specific strategies) except for the mention of the standards at the end of snapshot. 	Comment*

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		3013	4	MS, Multilingual & Multicultural Education Department, LAUSD, CA	<ul style="list-style-type: none"> Most vignettes and snapshots seem to illustrate pedagogical theory not so much practical classroom instruction. All of them except vignette 4.2 show a lot of teacher talk. No variety in conversational structures to promote student discourse. 	Comment*
		3014	4	MS, Multilingual & Multicultural Education Department, LAUSD, CA	<ul style="list-style-type: none"> Unclear language or message: <ul style="list-style-type: none"> Line 380-381 reads: "Selections stretch children, but are within their reach, and ..." "as they read aloud, as appropriate" Line 460 mentions writing timeframe in grade span being 1 hour. There is not explicit mention of it in the Grade Two writing section. However, it is clearly stated in Grade Three. Line 1414 Type of questions seem to be questions for all students: how are they different for ELs? Lines 1422-1425 Use of primary language: during Designated ELD? Integrated ELD? Line 1677 reads: "Visual and Performing Arts Students learn about..." doesn't it refer to all grade students in the area of Visual and Performing Arts learn... Line 1834 says "In grade two, students learn cursive writing ..." this should be in grade three. Snapshot 4.6 is about Strands of the English Language Arts in grade 3 :unclear idea. At the end of this snapshot CA ELD standards are marked too. Snapshot 4.3 Designated ELD and Science: unclear how this scenario is different from a pure science lesson 	Edit*/Comment*
1072			5	Writers	Minor Edit*s for clarify and coherence.	Discussion
	2018		5	SBE Staff/Liaisons	Reflect changes made in Chapter 3.	Edit*
1073			5	CM, Educator, Los Angeles, CA; CV, Educator, Los Angeles, CA; MS, Multilingual & Multicultural Education Department, LAUSD, CA	Line 201: A table of the standards and language would be easier to read than the bulleted list.	Edit*

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1074			5	CM, Educator, Los Angeles, CA; CV, Educator, Los Angeles, CA; MS, Multilingual & Multicultural Education Department, LAUSD, CA	Line 279 is a typo. The line reads, "In other words, the difficulty of a text relative to the reader." A suggestion might be: "In other words, the teacher should consider the difficulty of a text relative to the reader."	Edit*
1075			5	CM, Educator, Los Angeles, CA; CV, Educator, Los Angeles, CA; MS, Multilingual & Multicultural Education Department, LAUSD, CA	Line 1606: should it be more explicit as to the composition of the class and what Proficiency levels are there. Should there be appropriate sentence frames to facilitate student interaction? Should the objective be explicitly stated in the intro?	Edit*
1076			5	CM, Educator, Los Angeles, CA; CV, Educator, Los Angeles, CA; MS, Multilingual & Multicultural Education Department, LAUSD, CA	Line 1630: please clarify: "For example, prior to reading a story in English, newcomer ELs might read and discuss the text with the teacher ahead of time. After reading the text in English, the students might go back to the primary language text to compare the language." Are they frontload reading the story in their primary language?	Edit*
1077			5	CM, Educator, Los Angeles, CA; CV, Educator, Los Angeles, CA; MS, Multilingual & Multicultural Education Department, LAUSD, CA	1693—Snapshot 5.3: How does Mrs. Thomas specifically prepare the students to identify implicit and explicit language? What are the scaffolds besides partner work and highlighters? Did she model using a graphic organizer like the one students are asked to produce? Were there certain characteristics they had to look for? Were sentence stems provided to assist in asking relevant questions? It would be helpful to have an example of dialogue during the lesson. Could there be a more explicit explanation of what the teacher said to the students as in the 3rd paragraph of snapshot 5.4 on the next page?	Edit*

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1078			5	CM, Educator, Los Angeles, CA; CV, Educator, Los Angeles, CA; MS, Multilingual & Multicultural Education Department, LAUSD, CA	1831 “May they exercise their literacy skills...” The register is inappropriate for the text type. Perhaps “It is expected...”	Edit*
1079			5	CM, Educator, Los Angeles, CA; CV, Educator, Los Angeles, CA; MS, Multilingual & Multicultural Education Department, LAUSD, CA	Pg. 115—Vignette 5.3: This mentor text is confusing. The first sentence emphasizes human survival and drinking water, although this paragraph is mostly about human impacts on ecosystems. The students as they dialogue around the paragraph in the vignette, focus on human needs due to the ambiguity of the paragraph. Would it be possible to include a more thematically cohesive text? Additionally, is this the first time that he has done a text reconstruction lesson? If so, is this text at an appropriate level of difficulty? According to Lexile.com, the Lexile Measure is 1250, whereas Figure 5.3 of the framework, shows the Lexile range should be 750-1010. Have the other vignettes been analyzed for the same purpose?	Edit*
1080			5	CDE Staff (LHALO)	Page 63, Snapshot 5.1: Today, Mr. Duarte engages the students in an activity in which they explain and summarize their learning through the use of a strategy called Content Links. ...Mr. Duarte happily observes that through this activity students not only review terms from the unit but also consider the overall significance of such a dramatic and far-reaching event. <u>At the end of the day, students note in their Reflection Journals the extent to which they met the goals of summarizing and learning new vocabulary words. After reviewing their evaluations and providing them with quick feedback, Mr. Duarte has further evidence about the lessons’ success and about his students’ self-evaluation abilities.</u>	Edit*

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1081			5	CDE Staff (LHALO)	Page 104, Snapshot 5.7: When students are finished reading, they work in small teams to create a short silent film about traveling to Mars, using classroom tablets. After Ms. Johnson reviews rubrics that specify qualities for successful storyboards and film productions, each team begins brainstorming by mapping out the story structure of their film through a storyboard app, which will guide their production. They work together to design character’s costumes, set pieces, and cast the film within their team. Students also have an opportunity to create or identify music they would like to use in the film. After filming and Edit*ing the footage together, complete with title screen and crEdit* roll, they share the first draft with Ms. Johnson, who refers to the two rubrics when she meets with each team. Their work culminates in a “Silent Film Festival” where parents and school staff are invited to come and watch the films the fifth graders have created. The project concludes with the students completing self-evaluations of their individual contributions to the team project, based on the two rubrics, and of their teams’ collaboration. Ms. Johnson reviews all of the evaluations and provides individual feedback.	Edit*
1082			5	CDE Staff (LHALO)	Page 117, Vignette 5.3: The class unanimously votes to work in small groups to write letters that identify different negative consequences of unhealthy freshwater ecosystems (e.g., fish asphyxiation, dirty water unfit for consumption, habitat depletion), and they choose their writing groups based on interest. After exchanging the letters between groups for peer revision based on a rubric for Edit*orial letters and a list of academic vocabulary words used in this lesson, teams wrote final drafts. Students keep individual copies of their rubrics and final drafts in their writing portfolios to document growth over time. Each group’s short letter is published within a few weeks, and the class is featured on the local news.	Edit*
		3015	5	MS, Multilingual & Multicultural Education Department, LAUSD, CA	• Some snapshots and vignettes for “integrated ELA” (for example, 3 of 8 in Chapter 5) list ELD standards, although often it is not clear what the specific supports for English Learners are. Are these models of integrated ELD as opposed to the vignettes/snapshots that do not list ELD standards?	Edit*
		3016	5	MS, Multilingual & Multicultural Education Department, LAUSD, CA	• Give Snapshots and Vignettes separate numbers—there are 2 5.1’s (Snapshot 5.1and Vignette 5.1, for example)	Edit*

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		3017	5	MS, Multilingual & Multicultural Education Department, LAUSD, CA	<ul style="list-style-type: none"> Line 2332: Snapshot 5.9 does not have grade level in title 	Edit*
1083			6	Writers	<ul style="list-style-type: none"> Minor Edit*s for clarity and coherence. Substantive Edit*s to enhance content related to strategy instruction, language development, ELD standards, English learners, collaborative conversations, vocabulary, using language conventions, and snapshots throughout the overview and grade-level sections. Substantive Edit*s to delete text in grades seven and eight left from a previous draft and create text for all needed categories and text to link snapshots to the themes Insert text in the foundational skills subsections. Add works cited. 	Discussion - Handout
	2019		6	SBE Staff/Liaisons	Reflect changes made in Chapter 3.	Edit*
1084			6	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	Thanks for updating and revising the ELD/ELA Framework. We noticed the many improvements present in this newer document. It reads easily in good chunks, though our concern is that the document assumes people have highly functioning collaborative relationships across content areas. The interdisciplinary component is a dream. For someone reading just the Grade 8 chapter and not the entire Framework, this might be our only opportunity to develop a teacher's sense of urgency and efficacy to provide support for all of their students. Middle School isn't a holding tank, and our hope is people reading it will be inspired and motivated to move kids.	Comment*
1085			6	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	Some areas of concern are: Lines 2426-2427 should be bolded or place emphasis on the wording, "accelerated time frame" to show how important this timing is for students.	Edit*
1086			6	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	Page 129, Line 2493: please change modal verb from might to must/will so teachers cannot opt out of supporting students with a graphic organizer. Additionally, line 2497 might be changed from teachers can to teachers will because, again, it seems like an implied option.	Do not recommend*

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1087			6	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	Figure 6.22: Sentence Detective Practice-This would be a great snapshot or created as a vignette. While the procedure is listed, the how to do this is not understandable to the average person because they may or may not have the background information. It kind of left us hanging as to “what to do with it now....” Teachers first have to understand how to select a first sentence, learn clauses, comprehend what a referent is, and then have an example of what the difference is between metacognitive (thinking aloud) and metalinguistic (speaking aloud about what you speak?) We obviously need some clarification and would love this broken in a simplified manner.	Edit*
1088			6	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	We loved Snapshot 6.9.	Comment*
1089			6	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	We question the 30 minute time frame for the argument in response to a prompt from lines 2593-2595. We don’t think the time frame would be helpful for SPED or English learners in the emerging and expanding levels.	Comment*
1090			6	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	We did appreciate lines 2596-2598 where there are two genre writes with research. This speaks to the integration to the integration of writing text types.	Comment*
1091			6	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	Figure 6.23 Grade 8 Writing Sample seemed like this couldn’t be written by a student as a homework assignment. This didn’t seem like a student sample but an adult’s exemplar. We honestly weren’t sure how this Writing Sample helped to understand how to instruct student writing. Please revise the intent of the sample to match with the rest of the section.	Edit* (clarify intent)

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1092			6	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	Snapshot 6.11 really an interesting piece. We liked how it points out how arguments in science are constructed differently than other content areas. Perhaps provide a couple of examples of the differences. How is this different from an ELA argument?	Edit*
1093			6	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	Vignette 6.5-loved the integration and the idea that they had three periods for kids to work on this assignment with three collaborative teachers working together. Loved the inclusion of the RFEP and LTEL kids. Teachers will appreciate seeing the Mini Unit continuum.	Comment*
1094			6	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	Designated Vignette 6.6- Zero period on this vignette may imply a master schedule issue. Where in the framework should zero period be addressed in the Framework as teachers who don't teach an additional period may say they don't have to teach this time. We hope this is being explained elsewhere in the document, though we don't know where it is presently located in the framework.	Discussion
1095			6	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	I wonder about Figure 6.25 just placed on the back page. Perhaps with the implied collaboration throughout the vignettes etc, this should be in the front.	Do not recommend*
1096			6	CV, Educator, Hughson, CA	Feedback for chapter 6, grade 7: 1. Comment*s: Page 95, Lines 2041-2043~it was good to have this information upfront so the reader knew what to anticipate.	Comment*
1097			6	CV, Educator, Hughson, CA	Page 96-97 it was great to include the Five Word Summary Strategy.	Comment*
1098			6	CV, Educator, Hughson, CA	2. Recommended changes: Page 97, line 2092 would like to suggest to change the word "introduce" to "teach or explicitly teach" reason being that it gives the impression that these strategy, with challenging text, have not been introduced in previous grades.	Edit*
1099			6	CV, Educator, Hughson, CA	Page 98, it was good to include the phrases starting on line 2114-2119.	Comment*
1100			6	CV, Educator, Hughson, CA	Page 100, at the end of snapshot 6.5, just before the standard information, should be in bold the words "circulates" and "monitors"	Edit*

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1101			6	CV, Educator, Hughson, CA	Page 110, snapshot 6.8 it was good to use the word "judicious"	Comment*
1102			6	CV, Educator, Hughson, CA	4. Edit*: page 111, line 2277 we believe there is a typo, it reads "teachers might support newcomer ELs by might guide..."	Edit*
1103			6	CV, Educator, Hughson, CA	Page 111, lines 2279-2290, use of the term "mentor text" was positive, as well as the language support ideas	Comment*
1104			6	CV, Educator, Hughson, CA	Page 112, figure 6.18, placement of that figure to be moved between lines 2315 and 2316, proximity of that figure helps makes the connection to the text that follows	Edit*
1105			6	CV, Educator, Hughson, CA	Page 124, first paragraph denoted the variety of learners in bold, this was very positive	Comment*
1106			6	CV, Educator, Hughson, CA	The entire conclusion of chapter six, grade seven was very powerful.	Comment*
1107			6	BW, RTI and EL Coordinator, Linden, CA	Three of us, Becky Whitesides, Alice Welch, and Annie Duoug, spent the morning reviewing the 6th grade framework draft at the SJCOE office. These are our findings and Comment*s: Pg. 62 Summarizing, we liked the definitions, sample questions for partners and snapshot 6.1. Great example, easily modified for students levels and needs and appropriate for 6th grade.	Comment*
1108			6	BW, RTI and EL Coordinator, Linden, CA	Pg. 64. Loved the text dependent questions by Kilgo	Comment*
1109			6	BW, RTI and EL Coordinator, Linden, CA	P. 66 Snapshot 6.2 the beginning was too vague....need examples or illustrations for "models of argument", vocabulary, grammatical structures, similar to what was provided further down in the paragraph. More examples also for sentence frames and extended opportunities or a reference of where to find other engagement activites.	Edit*
1110			6	BW, RTI and EL Coordinator, Linden, CA	pg. 67 Under writing, Snapshot 6.3 the car salesman. Add a linking statement regarding writing in mathematics.	Edit*
1111			6	BW, RTI and EL Coordinator, Linden, CA	pg. 70 Student writing sample, wonderful, we loved the analysis on the side	Comment*
1112			6	BW, RTI and EL Coordinator, Linden, CA	pg. 72 "Discussing" Figure 6.10, small group roles, Great, very descriptive and complete, easy for teachers to pick up and use in their classroom; very clear with good examples	Comment*
1113			6	BW, RTI and EL Coordinator, Linden, CA	pg. 75 clarify role of presenter versus active listener in the 1st two or three sentences of the paragraph	Edit*

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1114			6	BW, RTI and EL Coordinator, Linden, CA	Pg. 76 Liked that the new standards/ changes were addressed. In line 1846 -1848, we each had a different understanding, what exactly is meant. (As we read on we understood better.)	Comment*
1115			6	BW, RTI and EL Coordinator, Linden, CA	Pg. 78 ELD for emerging ELs: we felt the task not appropriate for emerging ELs. (reading and discussing a short autobiography); more appropriate for emerging.	Edit*
1116			6	BW, RTI and EL Coordinator, Linden, CA	pg. 82 Framing questions, loved them, especially the 6th bullet down.	Comment*
1117			6	BW, RTI and EL Coordinator, Linden, CA	Vignette 6.1 Wonderful resource for teachers; very detailed with strong examples (we want to have Ms. Valenti come do some model lessons)	Comment*
1118			6	BW, RTI and EL Coordinator, Linden, CA	Designated ELD for expanding proficiency : great also! Thanks for all your hard work! We also reread Chapter 2, we appreciated the definitions for terms - so that all staff have shared precise understandings. Also kudos for valuing what our ELs bring to school!!	Comment*
1119			6	CDE Staff (LHALO)	Page 68, Snapshot 6.3: In order to ensure students fully understand, she Ms. Smith knows she will need to thoroughly explain how to complete the data analysis given a scenario, and how to defend the choice of data analysis. She will do this through After a demonstration lesson which includes presenting and defending her choice of data analysis, <u>she will check for understanding through distributing a rubric designed for this task, and ask the students to pair up and “grade” her example data analysis. Following brief whole-class discussion, where a few pairs share their thoughts,</u> Ms. Smith distributes the set of scenarios to the students. She then gives students an opportunity to read their vignettes <u>to their partners</u> and ask <u>each other any</u> clarifying questions. <u>Ms. Smith circulates around the room, providing answers, as needed.</u> The students are then asked to repeat the directions for the activity. Ms. Smith asks several students to do this to ensure all students understand the task before them. Students are then given time to study their scenario, determine what they believe are the most appropriate form of data analysis, and write a <u>viable draft</u> argument defending their choice. <u>While students use the data analysis rubric to share, review, and fine-tune their drafts with their partners, Ms. Smith provides support to students, as needed.</u> Students will create a poster of their work to present to the class <u>as a final draft</u> . After students present, the posters will be hung on the wall. When the last presentation of the day is given, students will then do a gallery walk of the posters and put a sticky note on each poster, stating whether they support or refute the argument and why.	Edit*

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1120			6	CDE Staff (LHALO)	Page 77, Snapshot 6.4: ... As fter students read the text and answered the vocabulary questions, <u>Mr. Pletcher walked around the room, helping students as needed. Then ...</u> ...Mr. Pletcher then divided the class into small, <u>cooperative</u> groups <u>that had been previously assigned roles to support each other's' learning</u> and distributed a graphic organizer to each group. ... In the third column, students recorded specific evidence from the text (that is, on the civilizations of Egypt, Mesopotamia, or India), and in the fourth column, they cited the source of the evidence (e.g. page number and paragraph). <u>As Mr. Pletcher observed his students working, he paid special attention to each group's "questioner" whose task was to seek support if everyone in the group was stuck.</u>	Edit*
1121			6	CDE Staff (LHALO)	<p>Page 77, Snapshot 6.4: ...To conclude, Mr. Pletcher led the class in a discussion about the historical investigation question. Students answered the question citing specific textual evidence to support their answers. <u>At the end of the unit, Mr. Plectcher asked students to complete the following prompts he had entered into their Metacognitive e-Journals (easily maintained in his learning management system, such as Edmodo, Chalkboard, Wikis). Afterwards, he responds to each student to help them develop their self-evaluation skills and provide documentation of student's strengths and goals.</u></p> <p><u>When asked to brainstorm the advantages and challenges of river systems during a whole class discussion, I contributed: _____ (number of ideas, or, why did not contribute).</u></p> <p><u>I would (not) like more support with large group discussion skills.</u></p> <p><u>When I read the short paragraphs with key terms, such as urban and centralization, and then answered the vocabulary questions, I understood _____ % of the words.</u></p> <p><u>I would (not) like more support with these words.</u></p> <p><u>When I completed the graphic organizer on river systems and the rise of civilizations,</u></p> <p><u>I understood _____ % of the assignment.</u></p> <p><u>I contributed _____ % to the answers.</u></p> <p><u>My group members would rate my cooperative attitude as a _____ of 5, with 5 being excellent.</u></p> <p><u>I think I could improve on: _____</u></p> <p><u>Mr. Plectcher's response:</u></p> <p><u>Yes, that's pretty much what I observed.</u></p> <p><u>I'd like to hear more about your evidence to back up your claims.</u></p> <p><u>Other: _____</u></p>	Edit*

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1122			6	CDE Staff (LHALO)	Page 106, Snapshot 6.7: This snapshot provides a listing of exciting activities for students to complete under the mentorship of outside poets. <i>By not building in opportunities for all students to get feedback on their products/oral, non-verbal contributions, or for teachers/mentors to check on all students' engagement, this snapshot does not follow the good instructional practices the Framework consistently promotes.</i>	Edit*
1123			6	CDE Staff (LHALO)	Page 133, Snapshot 6.9: Each team presents their most compelling arguments to their group. The other team listens; they can ask questions if they don't understand, but they cannot argue. ... Remind the class of the question. In deliberating, students can (1) use evidence from the text and (2) offer their personal experiences as they formulate opinions regarding the issue. As the students participate in their discussions, the teacher circulates, checking the written work of every student and providing support to those who need it, and/or support to groups who may be experiencing difficulties. Following the class discussion, students reflect on their oral contributions to the discussions by reflecting on two of the oral communications subskills listed in their Edmodo metacognition journals. Students then write a letter to their principal, the school board, and/or their local newspaper to express their opinion, using the compelling reasons they identified, evidence from the text, and any personal experiences they have had to support their position. As they write, students rely on a previously introduced Argument Writing Rubric to help them Edit* their final drafts.	Edit*
1124			6	CDE Staff (LHALO)	Page 145, Snapshot 6.11: Some of the discussions are facilitated by one or another of the teachers in a whole class format, and some are conducted in small collaborative groups. Some of the tasks are facilitated in the science classroom, and some are facilitated in the ELA and ELD classrooms. <u>Students' speaking and listening skills in both contexts are noted by teachers, peers, and self-reflections at the end of discussions through rubric scoring in their science notebooks.</u>	Edit*

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1125			6	CDE Staff (LHALO)	Page 155, Vignette 6.5: The next day, now that Mr. Franklin's students have had an opportunity to use the "layered reading" process on one text, <u>he has them return to their small groups and complete an evaluation worksheet with the following prompts: 1. My level of understanding of the focus questions is: 2. The quality of my contributions to the small group discussions is: because I: . First the students complete the worksheets individually. Then the students share their responses in their small groups for peer feedback. As they completed these tasks, Mr. Franklin walks around the room, noting students' responses. Mr. Franklin asks the students to return to a whole class formation and share what some of the strengths of the lessons were from yesterday, and what a goal for improvement could be for today. He had a student write these on the board so all could see as he collects the students' evaluations for scanning later into their end of the year portfolios.</u> Mr. Franklin now has the students follow the same process for reading three other texts.	Edit*
1126			7	Writers	<ul style="list-style-type: none"> • Minor Edit*s for clarity and coherence. • Delete and add citations as needed. 	Discussion
	2020		7	SBE Staff/Liaisons	Reflect changes made in Chapter 3.	Edit*
1127			7	EB, Educator, Stockton, CA	Vignette 7.3 and 7.4: Integration of these two scenarios clearly shows how they use the same content knowledge in ELD. Overall vignettes and snapshots were strong examples and effective across curriculums; maybe incorporating more science examples.	Comment*
1128			7	CDE Staff (CCTD)	Page 8, Lines 184-185: suggest adding the Career Technical Education Model Curriculum Standards to the list as the industry sector anchor standards are deliberately aligned to the ELA standards.	Edit*
1129			7	CDE Staff (CCTD)	Page 9, Lines 242-244: Suggest following revision - "However, a number of innovative integrated courses and specialized career technical education courses have been approved by the UC and CSU." It is important to leave out Linked Learning as that is really a program and delivery method. If it is decided to be included, California Partnerships Academies shold also be included as that is a program and delivery method.	Edit*
1130			7	EB, Educator, Stockton, CA	P. 120, Line 2426: Change sixth grade to 11/12	Edit*
1131			7	EB, Educator, Stockton, CA	P. 121, Line 2428: Change sixth grade to 11/12	Edit*
1132			7	EB, Educator, Stockton, CA	P. 121, Line 2447: Across disciplines, teachers also need more knowledge about language and this should be stated multiple times throughout this chapter.	Edit*

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1133			7	EB, Educator, Stockton, CA	P. 122, Line 2471; P. 145, Line 2725: References to college and career are not balanced; need more references to career	Discussion
1134			7	EB, Educator, Stockton, CA	P. 122, Line 2474, introduction to snapshot: In this introduction to the snapshot it states, “science class analyze the language in text as a way of making meaning, instead that should be the second example and preceded by a snapshot that focuses on analyzes content as a way of making meaning.	Do not recommend*
1135			7	EB, Educator, Stockton, CA	P. 122, Line 2476: Use the term “as well” without naming the other themes. (how about- Language development and foundational skills). Line 2571 in contrast uses “including” and clearly names the other themes.	Edit*
1136			7	EB, Educator, Stockton, CA	P. 124 and throughout, Snapshot 7.5, 7.6, 7.7, 7.8, 7.10, 7.11: Snapshots and vignettes need to have the teacher’s purpose clear and directing the reader. They should also include the ELD standards being addressed.	Do not recommend*
1137			7	EB, Educator, Stockton, CA	P. 128, Line 2528, Figure 7.25 & 7.26: Description needed on how they relate? Was the writing sample 7.26 showing a sample after the PAPA square 7.25? Again purpose for reading is vague.	Edit*
1138			7	EB, Educator, Stockton, CA	P. 131, Figure above 2544: Provide reference to sources for multiple student samples.	Edit*
1139			7	EB, Educator, Stockton, CA	P. 131, Line 2555: Doesn’t relate to themes relates to strategies.	Comment*
1140			7	EB, Educator, Stockton, CA	P. 132, Snapshot 7.7: There should be some reference to how the teacher got our students to ask questions, analyze. How can we get students ready to discuss in this way?	Do not recommend*
1141			7	EB, Educator, Stockton, CA	P. 134, Line 2560: -reference snapshot 7.8 on discussion however it relates to other themes-Doesn’t relate to themes relates to strategies.	Comment*
1142			7	EB, Educator, Stockton, CA	P. 135, Snapshot 7.9: Terrible example-Debate implies sides and promotes division, in this example due to the sensitivity of the topics about race religion and income we should not promote a divide. We should not “confront” these issues rather explore and use discussion or dialogue (fosters inquiry) not debate.	Comment*
1143			7	EB, Educator, Stockton, CA	P. 138, Line 2597: Remove references to literature here and move to different location. Remove line 2605 2609	Do not recommend*
1144			7	EB, Educator, Stockton, CA	P. 142, Line 2622: Foundational Skills is too bare. More substance	Edit*
1145			7	EB, Educator, Stockton, CA	P. 142, Line 2651: Districts might also provide dictionaries and thesaurus... not teachers	Edit*
1146			7	EB, Educator, Stockton, CA	P. 144, Line 2678: Add this will require a lot of district support of teacher collaboration.	Edit*

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1147			7	EB, Educator, Stockton, CA	P. 145, Line 2713: Need to refer to civic competence	Do not recommend*
1148			7	EB, Educator, Stockton, CA	P. 146, Starts with 2740: This paragraph needs to acknowledge the importance of Interdisciplinary collaboration	Edit*
1149			7	EB, Educator, Stockton, CA	P. 146, Line 2742: Should refer to appendix A, CCSS ELA on text complexity (challenging texts)	Edit*
1150			7	EB, Educator, Stockton, CA	P. 146, Line 2751: Text currently reads, This requires teachers to analyze... should read, this requires ALL CONTENT AREA teachers to....	Do not recommend*
1151			7	EB, Educator, Stockton, CA	P. 147, Line 2776: ALL TEACHERS SHOULD draw attention to language of text.	Do not recommend*
1152			7	EB, Educator, Stockton, CA	P. 152, Fifth line of vignette: "Where" should be "were"	Edit*
1153			7	EB, Educator, Stockton, CA	P. 165, Line 2840 & Figure 7.29: This is important but needs to be better integrated throughout the entire chapter due to the importance of teacher collaboration. Should be at the front.	Do not recommend*
1154			7	DS, Educator, Tracy, CA	I am writing on behalf of the ELA Teacher Leaders Committee of TUSD, grades 9-12. We are Comment*ing here on the section on Grades 11-12. <ul style="list-style-type: none"> • Overall, the rewrite of grades 6-12 is much improved. • We like the separation of grades 6-8 from 9-12. • The ideas of the CCSS were well-incorporated, instead of just listed as before. In the chapter on grades 11-12, <ul style="list-style-type: none"> • Having snapshots and vignettes across content areas is a great idea 	Comment*
1155			7	DS, Educator, Tracy, CA	• Snapshot 7.5 is not the best example to be first, as this teacher has and uses great "knowledge about language" by focusing on noun phrases, and this is not the norm, so science teachers might react negatively to the framework ("I can't do this!") and reject the expectations outright. We'd prefer a FIRST science example that is less about CCSS-Language and more about CCSS-Reading Info text or CCSS-Writing.	Do not recommend*
1156			7	DS, Educator, Tracy, CA	• Figure 7.26, the student's writing sample, is a great resource. Can this include a link to more student samples?	Do not recommend*
1157			7	DS, Educator, Tracy, CA	• Snapshot 7.9, about debating controversial topics, was not a good representation of history/social studies skills. Debating is a limited structure for discussing "challenging issues." It misrepresents the discipline of h/ss and again, h/ss teachers might react negatively to the framework as a result.	Comment*
1158			7	DS, Educator, Tracy, CA	• Other Snapshots (7.10. 7.11) were good, but there wasn't a good balance between science and history/social studies examples; more science is needed.	Do not recommend*

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	2021		7	HA, EL Coordinator, Butte County, CA	There needs to be more detail around the topic of designated ELD in Chapter 7 of the framework (lines 1969-1978). It reads as though high schools are permitted to provide ELD outside of the school day as well as include non-EL students in designated ELD instruction. I was under the impression that neither of these options were legal and I believe it may cause confusion for districts creating ELD classes and master schedules at the high school level.	Discussion
1159			7	DS, Educator, Tracy, CA	<ul style="list-style-type: none"> Lines 2740-2761 discuss the need for teachers to “read texts...conduct their own analyses of the texts...analyze the cognitive and linguistic demands of the texts...” We agree this need is essential. We suggest stating clearly that this is a need for ELA, science, history/social studies, and ALL content area teachers. 	Do not recommend*
1160			7	DS, Educator, Tracy, CA	<ul style="list-style-type: none"> We liked the use of the ELA vignette with integrated ELD, paired with the Designated ELD Vignette. This kind of comparison on work in two classrooms addressing needs of all students, is a great example. As many of these as possible throughout the document would be a giant step in supporting the ideals of this ELA/ELD Framework. The final pages (lines 2821 and on) emphasize the need for cross-disciplinary collaboration, but this is too late to be saying that. Teachers need the CDE to emphasize this more up front, as a condition of successful implementation, not as a final thought; this would give the message to school admin (who control the schedule and the working conditions of teachers) of the need to build in much more time for collaboration. 	Do not recommend*
1161			8	Writers	<ul style="list-style-type: none"> Reframe the introduction and other sections to clarify the purpose of the chapter and its possible uses by teachers, school leaders, and other. Consider ways to reorganize the chapter to address issues of inconsistent “grain size.” Add chart from upcoming CCSSO publication to make clear the distinctions in formative assessment processes and purposes and Edit* text in accordance. Revise information on ELPAC. Add assessment strategies for monitoring ELD progress. Revisit the chapter with the assessment division. Minor Edit*s for clarity and coherence. 	Discussion
		3018	8	CDE Staff (ADAD)	<p>Page 3, Lines 36-41: Revise</p> <p>The use of primary language assessments and assessment accommodations <u>for</u> of ELs are also discussed. In addition, the chapter provides information about the Smarter Balanced's annual statewide assessments, their optional interim assessments and formative assessment tools and practices, and the <u>separate</u> English Language Proficiency Assessments <u>for</u> California (ELPAC).</p>	Edit*

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		3019	8	CDE Staff (ADAD)	Page 5, Lines 101-104, add revise sentence to read: For example, the <u>state assessment of English language proficiency (ELP) is the English Language Proficiency Assessments for California, (ELPAC) Summative. The purpose of the ELPAC Summative is the annual measurement of an EL's progress in attaining ELP. School districts will use the Summative is an assessment used for summative purposes to make decisions about the classification and instructional placement of students according to English language proficiency levels</u> ELs.	Discussion
	2022		8	SBE Staff/Liaisons and Assess Div	Page 5, Lines 101-104, add clarifying phrase at end of sentence: For example, the English Language Proficiency Assessment for California is an assessment used for summative purposes to make decisions about the classification and placement of students according to English language proficiency levels <u>and an initial assessment for identification purpose.</u>	Discussion (see above)
		3020	8	CDE Staff (ADAD)	Pages 8-9, Chart (under Long section, Methods column) change to read: Smarter Balanced Summative Assessment; English <u>Language Learner</u> Proficiency Assessments for California (ELPAC) <u>Summative assessment</u> ; Portfolio; District/school-created test	Edit*
	2023		8	SBE Staff/Liaisons	Page 10, Line 189 Reference to FAST/SCASS should be spelt out and there's no citation for (McManus 2008) at the end of the reference list.	Edit*
	2024		8	SBE Staff/Liaisons and Assess Div	Page 12, Lines 246-251 Teachers can use their in-the-moment formative assessment practices to ensure that the appropriate level of scaffolding is provided for ELs to do so. (For more information on scaffolding, see Chapter 1.) <u>Using the</u> formative assessment <u>process</u> in an EL student's primary language, in contexts where teaching and learning utilize this resource, <u>such as in a wavier program</u> , may also offer instructionally actionable information.	Discussion
		3021	8	MS, Multilingual & Multicultural Education Department, LAUSD, CA	Chapter 8; Section- Interim or Benchmark Assessments; Pages 17-19; Lines 293-337: "Interim or benchmark assessments, such as the Smarter Balanced interim..." Comment*: The ELA/ ELD Framework's articulation of SBAC as an interim assessment that can inform or sculpt ELA/ELD instruction is very limited. If one of the true functions of the SBAC is to be a formative assessment more clarity and depth is needed in the section below of the frameworks.	Comment*

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		3022	8	CDE Staff (ADAD)	Page 20, Lines 346-347, Edit* to read: For ELs, the ELPAC will serve similar purposes with respect to measuring progress in their English language development.	Edit*
		3023	8	CDE Staff (ADAD)	Page 20, at the end of Line 356 add the word "achieve"	Edit*
1162			8	Writers	Page 33, after line 680, insert new section on Monitoring English Language Development Progress (See Chart Attachment 1 - Comment* 1162 for specific content)	Discussion - Handout
	2025		8	SBE Staff/Liaisons and Assess Div	Page 37, Lines 805-809 Beginning in the 2014-2015 school year, student performance in grades three through eight and in grade eleven will be assessed by annual assessments developed by Smarter Balanced Assessment Consortium and administered in the last 12 weeks of the school year. The eleventh grade assessment provides evidence of students' college and career readiness. <u>in accordance with CAASPP regulations, 5CCR Section 855(b)(1) and (2).</u> See Figure 8.5. This new state law exempts ELs from taking the ELA portion of the SBAC assessment if they have been enrolled in a U.S. school for less than 12 months.	Discussion
	2026		8	SBE Staff/Liaisons	Page 41, Lines 894-897, added text at end Assessments for Students with Significant Cognitive Disabilities The Common Core State Standards are for every student, including students with significant cognitive disabilities. All students with disabilities will take the new assessments, with the exception of students who cannot achieve at or near grade level as identified by the members of the IEP team or ELs who have been enrolled in a U.S. school for less than 12 months will not have to take the ELA portion of the SBAC assessment (However, ELs will have to take the math portion of the Smarter Balanced summative assessment).	Discussion
	2027		8	SBE Staff/Liaisons	Page 42, Lines 916-918, added text Biliteracy Assessment When instruction is provided in English and in an additional language or dual language <u>waiver</u> programs, assessment for academic and language development progress in both languages is necessary <u>unless they have been enrolled in a U.S. school for less than 12 months and will not have to take the English language arts portion of the Smarter Balanced summative assessment.</u>	Discussion
1163			8	Writers	Page 42, Lines 926-931, Replace English Language Proficiency Assessment section with new section. (See Chart Attachment 1 - Comment* 1163 for specific content) Note: See revised Chart Attachment 1 - Comment* 1163 with suggested track changes.	Discussion - 2 Handouts
		3024	8	CDE Staff (ADAD)	Page 43, lines 942-943, revise to read: ...(and <u>the</u> ELPAC when it replaces <u>the</u> CELDT in 2016)...	Edit*

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		3025	8	BY, Private Citizen, CA	Here, for your consideration, are just a (very) few concerns: 1) while parts of the Framework seem to differentiate between/among formative, interim, benchmark, and summative assessments, not all such references are clear. As assessment guru Jim Popham has noted, many publishing/assessment companies purposely equate interim with benchmark--and even call either/both, erroneously so, "formative" assessments. I do think/agree that whatever the label, assessments to provide teachers with "mid-lesson/course corrections" are invaluable--and thanks for including so many authentic assessments (e.g., rubrics, portfolios, etc.)	Comment*
1164			9	Writers	<ul style="list-style-type: none"> • Minor Edit*s for clarity and coherence. • Insert brief text on migrant students. 	Discussion
1165			9	TJ, Associate Dean, San Bernardino, CA	<p>To whom it may concern, I teach various foundations courses in the our multiple subject and single subject credential programs. I must offer laudatory feedback on one particular element of the Common Core ELA/ELD standards.</p> <p>Specifically I am speaking to Chapter 9 "Equity and Access." It is no surprise that unsophisticated and often unsuccessful teachers focus exclusively on reductionistic methods rather than thinking about some of the fundamental questions underlying effective instruction.</p> <p>Specifically I am referring to the standards attention to diversity forms and the social climate of classrooms. To treat these as somehow separate from the standards is artificial and the fact that the standards address them is exceptional.</p> <p>To restate, one of the most notable requirements for excellent teaching is attention to student diversity in all its forms. I believe Chapter 9 is a valuable resource in outlining the importance of this knowledge base and, in short, so well crafted that Chapter 9 would be required reading in my courses. In particular, I appreciate the breadth of diversity types addressed, most notably the inclusion of sexual orientation and gender identity/expression. It is ethically, professionally, and intellectually honest to include this content and as a teacher educator I think it's invaluable that the standards do so.</p> <p>Well done in crafting a set of standards that is indeed valuable as teacher education curriculum in its own right.</p>	Comment*

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1166			9	KD, Multilingual Coordinator, San Joaquin COE; CM, EL Instructional Coach, Elk Grove SD	<p>Within the first page of the <i>Access and Equity</i> chapter, we noticed the mention of “over 60” other languages than English spoken in California. In Elk Grove, there are at least 82 languages spoken though it fluctuates from year to year. We appreciate the validation of Standard American English Speakers. **We hope at some point funding will happen for our SEL kids because it should be considered a second language, and the kids need special attention and course work. Or it is time to call it out as a second language; so we can fund their language curriculum.</p> <p>We think some of Olsen’s LTEL work specifically mentioning specific course offerings that are optimal for these learners should be included in this chapter. Somewhere....Please speak to the block versus the traditional scheduling system. It’s important because people want to stick to what they know. Without possible examples or presented scenarios, people will not look out of the box to a different arrangement for kids.</p>	Comment*
1167			9	JPC, Professor, Pomona, CA, Part 1 of 2	<p>I am reviewing parts of the ELA/ELD Framework. The feedback I'm providing today is on Ch. 9. First, I want to support what was written on California's Diversity section. It does a good job describing the different facets of our communities.</p> <p>I want to Comment* specifically on the LGBT section. Overall, I like what was written on that section. However, on lines 629 and 646 it refers to one's sexual "orientation." I'm not sure what the official terminology is, but I last heard that it is more accurate to refer to one's sexual "identity." Perhaps it might be better to list it as one's sexual "orientation/identity."</p> <p>The other part I want to Comment* on are lines 665 and 671. I think it's so critical that teachers at the youngest grade levels begin introducing LGBT children's books because I all too often hear young children making "gay" jokes. I know some teachers, because of their personal views of LGBTs, will have difficulty with this because when I introduced it in my college classroom, I felt push-back from some teachers who carried strong religious views. Nevertheless, these books need to be introduced and discussed. And if teachers have difficulty with it, there needs to be training to help them teach it.</p>	Edit*/Comment*

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			9	JPC, Professor, Pomona, CA, Part 2 of 2	When I read these line numbers, I felt that there should be a link where teachers and/or school libraries could go to get such book lists. In chapter 2, there is a link for searchable books. Perhaps that link can be embedded here (lines 665-671) or if there is a way to get teachers/school libraries to find such lists more directly by suggesting keywords or other websites, then that would be ideal. Access to such literature is the first step. The same suggestion can be made for the other diverse groups mentioned in this chapter 9. That is, if there could be a link for bilingual children's/adolescent books, books about people with various disabilities, etc., even if it is talked about in another chapter, those links need to be cross-listed in this chapter as well. I will be Comment*ing on ch. 2 at a later time, but when ch. 9 discusses working with various ELLs, a link that connects the reader to actual teaching strategies such as in ch. 2, that would be ideal. I want to emphasize the need for cross-linking because most educators will not go through every chapter of this document to make the connections themselves. They may read one chapter, but not another chapter that would provide helpful resources.	Edit*
1168			9	NB, Private Citizen, CA	unnecessary to include the following: "Students who are deaf....who do not use ASL as their primary language...access general curriculum...varying modes of communication." These students access the curriculum in the same way as hearing students do, so unnecessary to delineate. page 21/75 footnote – same as above and the first two sentences should be corrected as follows: "3 As noted throughout this framework, speaking and listening should be broadly interpreted to include signing and viewing for students who are deaf and hard of hearing whose primary language is American Sign Language (ASL)."	No Change Recommended* (previously addressed by IQC)
1169			10	Writers	Minor Edit*s for clarify and coherence.	Discussion
1170			10	YW, Director, Multilingual Education Services, Santa Clara COE	The information presented in Figure 10.8, starting on page 16, appears to be inconsistent with the analysis of the research conducted by the Educational Policy Improvement Center (EPIC).	Edit*

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	2028		10	SBE Staff/Liaisons	Page 33: Snapshot 10.1. Integrating Technology into an Extended Writing Project in Grade Two - Add sentence After reading and discussing several informational books about reptiles, second graders work in pairs to write their own informational text....As a finishing touch on their projects, students add Quick Responses (QR) Codes to each page of their books, a technology with which they previously had gained experience. Each code allows viewers of the book to use a class QR scanner... <u>This activity can also provide opportunities for ELs to interact with the book in their primary language in addition to English.</u>	Discussion
1171			10	CDE Staff (CFIRD)	In Chapter 10: Learning in the 21 st Century on page 34, Snapshot 10.1 the library standards referenced are for grade 6 and not grade 2. This is what is included - Model School Library Standards: 6-3.3a: Choose an appropriate format to produce, communicate, and present information. 6-4.3a: Demonstrate a variety of methods to engage the audience when presenting information. Instead it should read - Model School Library Standards: 2-1.3g: Identify the parts of a book (print and digital): table of contents, glossary, index, and dedication. 2-1.4c: Connect prior knowledge to the information and events in text and digital formats.	Edit*
1172			11	Writers	<ul style="list-style-type: none"> • Minor Edit*s for clarity and coherence. • Consider adding information on monitoring ELD progress (e.g., scheduling, grouping). 	Discussion
		3026	11	MS, Multilingual & Multicultural Education Department, LAUSD, CA	The text from (line 42-47) regarding beliefs and attitudes toward students and their families is so important that we feel that it bears repeating in the section on Professional Learning, particularly where it speaks to Initial Preparation and Induction on (line 232) and Ongoing Professional Learning on (line 254). We say this because professional development on belief systems is seldom done or done to the level and quality necessary to build additive models for culturally and linguistically diverse student populations.	Edit*
1173			11	JB, Teacher, Anaheim, CA	In Chapter 11, Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports, in the Professional Collaborations section, on line 612 – 613 – add: Masters of Library and Information Science as a opportunity for advanced specialization mirroring the credential opportunities on the previous line.	Edit*

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1174			11	PT, Associate Superintendent, Lassen COE	Page 12, beginning with line 316: This portion defines content focus, active learning, coherence, and duration. (e) is collective participation. Perhaps consider stating collective participation will be discussed later in this chapter (Shared Leadership and Responsibility), I thought it was missing and found it on page 20.	Edit*
1175			11	PT, Associate Superintendent, Lassen COE	Page 15, beginning with line 400: The chapters now have shifted so the chapters referenced in this paragraph should reflect the new shifts.	Edit*
1176			11	PT, Associate Superintendent, Lassen COE	Page 24, Line 600: Figure 11.5 is an excellent lesson planning tool for staff. (please don't remove)	Comment*
	2029		11	SBE Staff/Liaisons	Page 26: Vignette 1 Integrated ELA & Social Studies Instruction in Grade Four: Writing Biographies Under the Lesson Context:...Texts are provided in both English and in the primary languages of students (when available) because Mrs. Patel knows that the knowledge students gain from reading in their primary language can be transferred to English and that their biliteracy is strengthened when they are <u>able encouraged</u> to read in both languages...	Edit*
1177			11	PT, Associate Superintendent, Lassen COE	Page 29 of 44 (line 658): SELs? not a term used in the northern counties...not sure about its use and will confuse staff.	Comment*
1178			11	PT, Associate Superintendent, Lassen COE	Some of the key nuggets tend to get lost in all the verbiage, no suggestions on what to remove.	Comment*
1179			12	CDE Staff (CFIRD)	Page 6, at the end of line 136, add a footnote to read: "For the purpose of assessing publisher fees, publishers participating in the 2015 ELA/ELD Primary Adoption should note that Program 4 and Program 5 instructional materials are considered equivalent to two grade levels."	Edit*
1180			12	CDE Staff (CFIRD)	Page 15, replace lines 403-404 with the following: "c. Should address differentiation of the Emerging, Expanding, and Bridging levels of proficiency in Programs 2 and 3 to ensure English acquisition as quickly and effectively as possible. For Program 5, the ELD instructional materials should address differentiation of the Expanding and Bridging levels of proficiency to ensure English acquisition as quickly and effectively as possible."	Edit*

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		3027	12	MS, Multilingual & Multicultural Education Department, LAUSD, CA	Chapter 12 addresses the adoption process for five types of programs, within the criteria for instructional materials aligned to the standards. We see that (line 237 pg. 9) refers to Universal access, this is a very important element of the criteria and it is appropriate to provide access to speakers of African American English (line 240-241). We ask where the access piece would be for the inclusion of Chicano-English speakers and other Standard English Learners, especially since these groups have been added to Chapter 9 in more detail. (Line 429 pg. 16) Support for acculturation to U.S. society, school, and the local community is a requirement for Program 2 Basic ELA/ELD and Program 3 Basic Biliteracy.	No Change Recommended* (addressed in Category 3, page 23)
	2030		12	SBE Staff/Liaisons	<p>Page 20, after line 545 add as a new Criterion #12 (Category 2) OR Page 13, after line 327 (Category 1), add as a., b. and c. under Criterion #11.</p> <p><u>12. Instructional materials include sufficient pre-decodable and decodable text at the early stages of reading instruction to allow students to develop automaticity and practice fluency.</u></p> <p><u>a. Those materials designated as decodable must have text with at least 75 percent of the words consisting solely of previously taught sound-spelling correspondences and from 15 percent to 20 percent of the words consisting of previously taught high-frequency words and story words. High-frequency words introduced in pre-decodable and decodable texts are taken from a list of the most commonly used words in English, prioritized by their utility. For those sounds with multiple spellings, two sound-spellings may be paired in one decodable book or reading passage.</u></p> <p><u>b. Each decodable text contains at the back a list of all the high-frequency words and sound-spelling correspondences introduced in that text.</u></p> <p><u>c. Sufficient is defined as follows:</u></p> <p><u>(1) Kindergarten—At least 15 pre-decodable books (pre-decodable is defined as small books used to teach simple, beginning, high-frequency words usually coupled with a rebus).</u></p> <p><u>(2) Kindergarten—Approximately 20 decodable books, integrated with the sequence of instruction.</u></p> <p><u>(3) First grade—Two books per sound-spelling, totaling a minimum of 8,000 words of decodable text over the course of a year.</u></p>	Discussion

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	2030				(continued) (4) <u>Second grade—Approximately 9,000 words of decodable text: two decodable books per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction.</u> (5) <u>Intensive intervention program—Approximately 9,000 words of decodable text: two decodable reading selections/passages per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction. Careful attention must be given to the age group for which these decodables are designed to ensure the content is age-appropriate and engaging for students in grades four through eight.</u>	
1181			12	CDE Staff (CFIRD)	Page 23, Line 655, correct lettering. Should be labeled "b", not c. Correct remaining lettering to standard to read a-e.	Edit*
1182			12	CDE Staff (CFIRD)	Page 24, Line 663-664, change criterion to read: " <u>For Program 3 only</u> , how to address learning languages other than English, including cross-linguistic transfer and constrastive analysis of language skills."	Edit*
1183			12	LD, CORE, CA	chapter 12 publisher criteria is completely unclear. If you have even a hope of publishers submitting, clear criteria is needed. the present criteria doesn't even include explanation of fluency which should include wcpm norms. that is a way to define fluency. the maps need to be clearly detailed. this framework is so incoherent, it is impossible to tell what is expected. this framework is so incoherent, it is impossible to tell what is expected. the entire framework should be thrown out and rewritten; one cannot even figure out what is what with the different live links	Comment*
1184			12	LD, CORE, CA	I am withdrawing my Comment*s about lack of clarity about fluency norms and definition with regard to publisher criteria because I figured out they are embedded in the chapters. However, I still stand by my Comment* that the organization is chaotic and the way the links are in makes it difficult to get a clear coherent picture	Comment*

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		3028	Appendix X	MS, Multilingual & Multicultural Education Department, LAUSD, CA	<ul style="list-style-type: none"> Appendix X of the California ELA/ELD Framework discusses the role of literature in the Common Core State Standards. Carol Jago makes the argument that, although there have been misconceptions about whether literature should be a part of ELA instruction through the CCSS, reading and studying literature is critical for all students as part of their development as students and members of society. Jago also points out that students have ample time to read, given the time they currently devote to gaming, media, and social networking. She contends that the key to ensuring that this study is effective and fully realized is to foster a love of literature and a desire to read independently. The love of literature comes about as a result of the types of lessons we plan and the texts we choose. In the section entitled “Reading in a Digital World,” Jago touches on the need for English Learners to work with complex text, concluding that, “While she (Lily Filmore) acknowledges that for the first year or two English learners need altered or alternate texts, ultimately they deserve the challenge of rich literature” (lines 275-277). Jago also highlights the need for all students, including English Learners, to have access to compelling literary texts, and that one of the foundational principles grounding the ELA/ELD Framework is developing “...skill in literacy and language, providing individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others” (lines 333-336). These references to experience with complex texts and access to literature for ELs represent important aspects of the integration of the ELA and ELD standards to which this framework is devoted. However, they are the only references present in the Appendix. The case for the role of literature in English Language Development would greatly strengthen this Appendix, which accompanies a framework incorporating both English Language Arts and English Language Development. In fact, there are numerous opportunities to make connections to ELD. Below in bold are examples of the sections in which these connections may be made: 	Discussion
		3029	Appendix X	MS, Multilingual & Multicultural Education Department, LAUSD, CA	<ul style="list-style-type: none"> Introductory Section (lines 5-69)- p. 2, lines 55-61: This quote echoes one of the guiding principles from Georgetown University, adapted in the LAUSD EL Master Plan...” The academic success of English learners is a responsibility shared by all educators, the family, and the community.” It is also the responsibility of all teachers to make sure ELs have the language needed to access the reading, writing, listening, and speaking necessary to engage fully with the CCSS. 	Discussion

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		3030	Appendix X	MS, Multilingual & Multicultural Education Department, LAUSD, CA	• Time to Read (lines 71-103) EL connection—taking into account the extra time ELs may need and how it might be spent...scaffolds?	Discussion
		3031	Appendix X	MS, Multilingual & Multicultural Education Department, LAUSD, CA	• Making Complex Text Accessible (lines 105-150) EL connection—opportunities to connect ELD and literature through juicy sentences (Wong Fillmore) o p. 4, line 114: "...requires SYSTEMATIC and artful instruction..." o p. 5, lines 144-150: Opportunity to discuss the strategic use of juicy sentences...an application of the beautiful sentence quoted in the paragraph. In addition to fostering a love of literature, this prose fosters the language development ELs need to access these texts, and allows them a unique opportunity for metalinguistic awareness.	Discussion
		3032	Appendix X	MS, Multilingual & Multicultural Education Department, LAUSD, CA	• In Defense of Depressing Books (lines 153-192) EL connection—when talking about catharsis, opportunities to talk about academic and linguistic resiliency of ELs (with the double load of language and content) o p. 6, lines 175-176: Resiliency connected to catharsis as described by the author, resiliency needed as ELs to carry double load of language and content	Discussion
		3033	Appendix X	MS, Multilingual & Multicultural Education Department, LAUSD, CA	• Reading Fiction Fosters Empathy (lines 194-226)- EL connection—opportunity to discuss cross-cultural awareness and empathy...which can be an educational asset that ELs possess, opportunity to discuss reading in more than one language o p. 8, lines 222-225: Is there a place here to discuss reading in one's native language as well?	Discussion
		3034	Appendix X	MS, Multilingual & Multicultural Education Department, LAUSD, CA	• Reading in a Digital World (lines 228-289) EL connection—opportunity to highlight how this may be doubly true for ELs, and that what is awe to some students may be bafflement to ELs, need for teachers to take an EL's experience of a complex literary work in English into account o p. 8, line 230: Typo: "Is it is time..." should read "Is it time..." o p. 9, line 251-259: There is an opportunity to highlight how this may be doubly true for ELs, and that what is awe to some students may be bafflement to some ELs . There is also the opportunity to highlight the need for teachers to take an EL's experience of a complex literary work in English into account. o p. 9, lines 271-277: The only mention so far of ELs (and Wong-Fillmore's argument for complex text for ELs)	Discussion

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		3035	Appendix X	MS, Multilingual & Multicultural Education Department, LAUSD, CA	<ul style="list-style-type: none"> • Access to Books is a Human Right (lines 291-344) EL connection-- The author says “One reason may be that they don’t read with sufficient fluency for the work of reading to move to the background, and the pleasure of reading to be paramount.” This is even truer for ELs, for whom even the language in which they are reading has not reached a state of transparency. o p. 11, line 319-320: The author says “One reason may be that they don’t read with sufficient fluency for the work of reading to move to the background, and the pleasure of reading to be paramount.” This is even truer for ELs, for whom even the language in which they are reading has not reached a state of transparency. 	Discussion
		3036	Appendix X	MS, Multilingual & Multicultural Education Department, LAUSD, CA	<ul style="list-style-type: none"> • Book Resources for Teachers (annotated list) (lines 346-667)- p. 16, line 464: Typo-“...Broker...” should be “...Booker...” 	Discussion
1185			Glossary	Writers	Expand definition of <i>sight words</i> for clarity. (See Chapter 3 Notes/Content).	Discussion
1186			General	Writers	Currently two terms are being used in the framework: "primary language" and "home/primary language." Glossary only includes "primary language" definition. For consistency, recommend using same term throughout the framework.	Discussion

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1187			General	B, Private Citizen	<p>People are waking up and realizing this Common Core nightmare really is just that. It's time to put back on your teaching cpas and look at what this they is doing to children.</p> <p>"CCSS is a 'theory' Licensed as a 'product' Marketed as a 'standard' ~Lydia Gutierrez</p> <p>There are good ideas behind some of the Common Core (mostly just good teaching), but too much of it is developmentally inappropriate (do you even remember brain development research and Piaget?). There is no framework that anyone with half a conscience could come up with because he/she would know that keeping the ideas (it is certainly NOT standards by any stretch of the imagination) as they are could warrant a call to Child Protective Services for abuse.</p> <p>Example: when a child starts first grade he/she is usually about 6-years old, yes? And it is at about this age when a child starts losing his/her baby teeth, yes?. What do we do with the children whose baby teeth are not falling out - do we punish them? Do we rate their teacher on this? Do we hold them back a year? Do we dig in their mouths with pliers and yank them out to keep them "on track" with their classmates?</p> <p>If you would not hurt a child in these ways, do not hurt him/her psychologically. Psychological wounds sometimes heal more slowly than physical ones.</p>	Comment*
1188			General	SH, Private Citizen	<p>To whom it may concern, I object to the common core standards that are driving the new curriculum. Therefore I object to the curriculum.</p> <p>-In many cases the lessons are not cognitively appropriated. They are inappropriate.</p> <p>-The standards themselves were never scientifically vetted.</p> <p>-The standards in many cases are actually lower in California.</p> <p>- I object to the removal of higher levels of math and concepts which will not help our kids in STEM careers.</p> <p>- Because they were not vetted they violate the civil rights of IEP students in California.</p> <p>Thank you</p>	Comment*
1189			General	NI, Educator, Santa Barbara, CA	<p>I love the framework and have begun to teach other teachers about it through a series of workshops. I am curious about sight words in the K-2 grades. Do you have recommended lists somewhere?</p>	Comment*

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Comment # (1st Mailing)	Comment # (2nd Mailing)	Comment # (3rd Mailing)	Chapter(s)	Source	Comments	Action/Discussion (Asterisk Items with a Grey Background = No Discussion- Comment, Edit)
1190			General	FS, Principal, Los Angeles, CA	<p>This morning I received the ELA/ELD Draft through your department. I have been extremely anxious to know if the CA Department of Education was planning on creating a Course of Study for the CCSS Content areas. The content area teachers at Revere were also very nervous about starting the new school year 2014-2014 without some instructional direction. I immediately reviewed the draft first thing in the morning, when the main office is quiet and less chaotic. I did not have time to review as carefully as I would have liked today, but I will do my best to study the document more intensely in the next few days. Having written 3 courses of study in the past, I realize the amount of time and preparation it requires to write one. I have a few questions that need clarification as I more thoroughly review the draft:</p> <ul style="list-style-type: none"> * Where did this cycle evolve: [cid:725AD536-D77E-4CA9-8085-4986C99018C6] * Since the entire draft is based on the five concepts in the middle, the structure needs to focus more directly at these concepts. They look like an after-thought when first reading the draft. * Does this cycle reflect the definition of Common Core Standards? * The draft is based on this cycle which should relate directly to CCSS. Teachers need the connections. * Common Core Standards need direct correlations to the activities and lessons presented in the draft. Do not just give the "letter/number" reference. * Re-structure the draft for easier reading and review by educators. Too much "stuff" they do not have time in class to read. <p>Thank you for giving me this opportunity to give a perfunctory overview of the document. I plan to look more closely at the draft prior to my retirement in June.</p>	Comment*
1191			General	CL, Teacher, Bellflower, CA	<p>Thank you for a well-thought, well-written document and the wealth of sources you cited. I teach grade 3 and so I especially appreciated the detailed vignettes of instruction, including the designated ELD lesson. I am so pleased to see many of the "greats" in literacy research and application quoted so often in this text. Your work stands on the shoulders of a great body of work that defines what is effective and critical instruction for our students. I'm so relieved that the standards are first and foremost meaning-based and that our long, crazy wars of phonics vs. whole language has been buried in the dust. I look forward to working with my colleagues and students utilizing this document and the standards it describes.</p>	Comment*
1192			General	EB, Educator, Stockton, CA	<p>Old version listed standards; new version refers to language of standards better. Key theme's Intro's reflect standards to CCSS.</p>	Comment*

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1193			General	JB, Private Citizen, CA	<p>To Whom It May Concern, I am concerned about one line in the footnote outlined in the ELA/ELD framework, "Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, Cued Speech and Sign Supported Speech, access general education curriculum with varying modes of communication."</p> <p>Please realize that Cued Speech, Sign Support Speech, listening and spoken language are considered modes of communication which is already under English. For those who sign, its primary language is American Sign Language which is very appropriate. When it comes to English, there are different ways of teaching English which include Cued Speech, Sign Supported Speech and that, it is not necessary to include such sentence in the footnote. It will be confusing if it includes communication modes because the language we are referring to are English and American Sign Language. We need to keep it simple and less confusing. Thank you.</p>	No Change Recommended* (previously addressed by IQC)
1194			General	MR, Categorical Programs Director, Modesto, CA	<p>I understand there is a push to put suggested/required instructional minutes back into the new ELA/ELD Framework. I encourage you not to do this as this totally defeats the purpose of integrating core curriculum. With CCSS and the ELD standards being implemented in tandem teachers need to have the flexibility to be able to teach these standards in all curricular areas and not be pigeon-holed to a required set of minutes per day just on ELA.</p>	Comment*

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1195			General	JL, Executive Director, CA Alliance for Arts Education, Pasadena, CA	<p>On behalf of the California Alliance for Arts Education I am writing to request your support in maintaining the current language in the English Language Arts/English Language Development Framework. Specifically we request that designated minutes of instruction <u>not</u> be added to the Framework. This issue was discussed during the State Board meeting in May, and is scheduled to be heard again at the July meeting. As an organization that supports the inclusion of arts education within a comprehensive education, we believe the time requirement will have an adverse impact on student access to arts education.</p> <p>We believe that schools should focus, on outcomes, and not a rigid formula of outputs, including required minutes of study. We further believe schools should be encouraged to offer interdisciplinary curriculum that helps deepen student understanding beyond the limits of fragmented “subject matter.”</p> <p>Our concern is that the addition of this mandated requirement of minutes will narrow curriculum and further crowd out other vital content areas, including arts education.</p> <p>The California Alliance for Arts Education is in its fourth decade of working to build a brighter future for our state by making the arts a core part of every child’s quality education. A statewide leader and convener, the Alliance galvanizes California’s abundance of arts and culture experts to advocate for quality visual and performing arts instruction for all students. By collaborating effectively with the state’s leading education and parent engagement agencies and providing an anchor for policy expertise at the state and local levels, the Alliance is the leader in promoting the arts in schools and enriching the lives of children, families and communities.</p>	Comment*

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1196			General	SL, Professor, CSU East Bay	<p>I am the Graduate Reading Coordinator and a Reading professor at my university. I teach “Diversity” and “Reading Comprehension” to graduate students and “Equity and Diversity” to pre-service candidates. My Comment*s on the ELA/ELD Framework are as follows:</p> <p>1) New ELD Standards are extremely difficult to use. I suggest that you develop simple templates for beginning and less competent teachers to use, designating how the standards can be applied to instruction. My students find the ideas such as “text cohesion” incomprehensible in terms of scaffolding instruction for English learners.</p> <p>2) The ELA/ELD Framework is very comprehensive and covers an immense number of topics. I have found a great deal of useful information that I can share with my students.</p> <p>3) The ELA/ELD Framework is so immense, few teachers will take the time to read it or digest the ideas that it contains. I suggest pinpointing the most essential content and cutting out the rest. When professors write professional books for publication, our Edit*ors tell us to restrict our books to around 200 pages. They know that teachers are busy and won’t take the time to read lengthier books. If you limit the common chapters of ELA/ELD Framework to 200 pages, the grade-specific chapters could be added as appendices.</p> <p>4) The ELA/ELD Framework is a great document and could be broken into several professional books. In its current form, however, it won’t be used by many teachers.</p>	Comment*
		3037	General	BY, Private Citizen, CA	<p>Framework Drafters/Committee,</p> <p>Now that I have had a chance to finish reading over the entire 1,262 pages of the most recent draft of the CA ELA/ELD Framework, let me, first off, congratulate and compliment its creators on a monumental job well done.</p> <p>While I was not privileged to be on board, I can see that the collective forces had traveled many of the same academic paths I have over the course of 50 years, and three advanced degrees, as a teacher/educator. There were even new sources and new references for me to check out. Let me quickly add that I am very grateful for that 60 day window, which allowed reader reviewers to return, again, and again, to sections to be perused.</p>	Comment*

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		3038	General	BY, Private Citizen, CA	<p>All that said, I believe your first task will be to cut/trim the document down to some manageable size. I can understand that, if you see the Framework as a document to be consulted by specific audiences as needed, the current length might make sense (although the size alone might intimidate any audiences who would really like to know/understand more, but are simply too limited by time [Does that not sound like much of the teaching profession?!]).</p> <p>(I do realize that, in chapter 11, page 7, there are suggestions about "how to begin" tackling the Framework. Because there are redundancies (and, I realize, often purposely), however, built into many chapters (e.g., 3-7), cuts could be made.</p> <p>Because the CCSS documents, including appendices, alone run 499 pages, for many educators the Framework would be just one more huge task to undertake. Historically, for what it is worth, the 1987 CA ELA Framework ran 52 pages, the 1999 one was 292 pages, and the (its) revised 2007 one was "only" 380 pages. Because the Framework creators are obviously proponents of the concept of the "spiral curriculum," anything that would cause upper grade teachers to explore "what came before" would be invaluable.</p>	Comment*

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		3039	General	BY, Private Citizen, CA	Let me add some really positive specifics next (i.e., please DON'T cut...): 1) your mentioning, quite often, of the use/value of scaffolding (Introduction--p. 7 "significant scaffolding," p. 8 "appropriate scaffolding," p. 10 "temporary scaffolding"--and chapter 1--p. 29 "linguistic scaffolding" and p. 32 "strategic levels of scaffolding," etc., etc., etc.), 2) your support for transitional kindergarten--a real plus, 3) again and again, your support of the concept of "across the disciplines"-- i.e., all teachers planning for and becoming responsible for so-called ELA/ELD communication skills (And, I trust, that this will go WAY beyond just reading and writing), 4.) your support for student accessibility to the curriculum--and to currently "being tried out" assessments--unparalleled in schooling, 5) your belief in the value of bilingualism/biliteracy, 6) your inclusion, in chapters 2 and 3, of so many concrete ELA teaching strategies, 7) the inclusion of occasional vignettes with sample literary pieces, 8) how tech is to be "infused" throughout the curriculum, school day, and, ultimately, graduates' lives, 9) ditto #8 for collaboration, 10) your many "helpful hints" for nonELA teachers (e.g, the absolutely brilliant "Multiple-Gist Strategy" to help students understand just how historians think-- and thus read/write), 11) how teachers and schools can break down the "silos" (my word) of traditional staff and department meetings in order to collaborate differently, more valuably, 12) update (in chapter 8) on the current/to-be-phased-in state testing regimen, 13) even sharing how to better approach adolescent males studying literature(!), 14) inclusion (in chapter 10) of Digital Citizenship, 15) inclusion, in chapter 12, of criteria for text selections, and 16) the list of "aids" (Resources and Appendix X) at the document's end; particularly friend Carol Jago's reinforcement of the value of imaginative literature to help create empathy in students--and her sterling list of 70+ book resources for teachers (all in ONE place!).	Comment*

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		3040	General	BY, Private Citizen, CA	<p>I applaud the decision to publish the Framework, eventually, in hard copy (I was told this in a UCLA spring training session.), as it will make for far easier reading for many of us--and will, I think, help reach that larger audience. I know that my student teachers, down the line, will learn much from this document.</p> <p>Finally, I have a number of "gut concerns" about aspects of the entire CCSS/Framework direction. Chief among these in the infusion of technology into every aspect of students' schooling, assessments, and lives. An invaluable perspective in this regard is Danah Boyd's IT'S COMPLICATED: SOCIAL LIVES OF NETWORKED TEENS. Originally her dissertation, she points out some truths about youths' access to and use of technology. While there are truly Digital Natives (a 1990s conceived term), there are also many, many Digital Naives. Part of this has to do, yes, with the Digital Divide mentioned in the Framework, but, also, the social differences between/among those who gravitate to, say, MySpace versus those who end up on Facebook.</p> <p>My other stomach rumbling thought is simply that what both the CCSS and the Framework call for is a far differently conceived, stocked, administered set of classrooms/schools/world than I taught in. IF we are to help students reach for (let alone, reach) those Standards, then the ongoing Vergara v. CA and Diaz v. CA cases MUST lead to effective education for every CA child as a civil right.</p> <p>Thanks for all that you do, Sincerely, Bill Younglove</p>	Comment*

California Department of Education
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